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ABSTRACT

Written for Adult Basic Education teachers of developmentally disabled adults reading at or below a second grade level, this resource curriculum contains materials in the employability behaviors area. The curriculum is divided into the four domains sections of Communication, Intra/Interpersonal, Worker Habits, and Appearance. Under these four major sections are 10 goals followed by specific objectives. Within each objective there is a standard organization consisting of (1) an assessment made up of skill criteria to determine client proficiency in that objective; (2) instructional strategies at three levels of functioning/abstraction: manipulate (simplest), model (representational), and integrate (symbolic); and (3) graphics. Introductory materials list goals and objectives and give suggestions for use of the resource curriculum. An index is provided. Appendixes include listings--some citations are annotated--of addresses of suppliers cited, general resources, nonprint resources, and publishers of nonprint resources; group assessment sheets; and preferred activities and potential reinforcers checklist. (YLB)

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SECURING OCCUPATIONAL ACHIEVEMENT THROUGH READINESS SKILLS (SOARS)

A resource curriculum with assessment and strategies for prevocational skill training

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Cooperatively developed and written by: Eastern Michigan University, Willow Run Community Schools, and Washtenaw County Community Mental Health Developmental Center

ADVISORY BOARD MEMBERS

Joyce Angelocci	Eastern Michigan University, Special Education
Elizabeth Bauer	Dept. of Mental Health, Administrator, DD Placement
Ann Long	Washtenaw County Intermediate School District, Teacher Consultant
Jamie Valen	Washtenaw County Intermediate School District, Teacher Consultant
Joann Warner	Pathway School For Exceptional Children, Asst. Principal

Ex-Officio Member: Dr. Norm Neisen - Eastern Michigan University

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Administrated by:
Dr. Mary Green, Associate Dean, College of Education, Eastern Michigan University
Project Director:
Barbara B. Cherem, Eastern Michigan University
Writers and developers:
Martha Graham, Adult Special Education, Consultant
Diane Harry, Willow Run Community Schools, Adult Education, DD Adults, Consultant
Dr. Marylyn Lake, Eastern Michigan University, Special Education Department, Consultant
Joan Quinlan, Washtenaw County Community Mental Health Developmental Center, Consultant
Alan Smith, Willow Run Community Schools, Adult Education Supervisor, Consultant

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GOALS

I. COMMUNICATION

The Client will:

1. Nonverbally express self in an appropriate manner.
2. Respond appropriately to nonverbal communication.
3. Express self verbally in an appropriate manner.
4. Respond appropriately to verbal communication.

II. INTRA/INTERPERSONAL

The Client will:

5. Demonstrate decison-making abilities.
6. Interact appropriately with others.

III. WORKER HABITS

The Client will demonstrate an understanding of:

7. Their role as a worker.
8. The work environment.

IV. APPEARANCE

The Client will:

9. Maintain appropriate hygiene expectations.
10. Dress appropriately.

GOALS WITH OBJECTIVES

I. COMMUNICATION

1. THE CLIENT WILL NONVERBALLY EXPRESS SELF IN AN APPROPRIATE MANNER.

The Client will:

1.1 express basic emotions.
1.2 express complex emotions.
1.3 demonstrate proper distance between self and others.
1.4 nonverbally express approval.
1.5 nonverbally express disapproval.

2. THE CLIENT WILL RESPOND APPROPRIATELY TO NONVERBAL COMMUNICATION.

The Client will:

2.1 identify a variety of messages given through voice intonation.
2.2. identify expressions of basic emotions in others.
2.3 identify expressions of complex emotions in others.
2.4 identify expressions of approval observed in others.
2.5 identify expressions of disapproval observed in others.
2.6 demonstrate through actions a comprehension of nonverbal directions.
2.7 demonstrate through action(s) a comprehension of nonverbal cues necessary for initiating conversation.
2.8 identify nonverbal cues for ending conversation.
2.9 identify nonverbal cues for initiating and ending tasks.

3. THE CLIENT WILL EXPRESS SELF VERBALLY IN AN APPROPRIATE MANNER.

The Client will:

3.1 demonstrate proper voice qualities when verbally expressing self.
3.2 verbalize pertinent information about self.
3.3 initiate conversation in an appropriate manner.
3.4 converse with people in an appropriate manner.
3.5 end a conversation in an appropriate manner.

4. THE CLIENT WILL RESPOND APPROPRIATELY TO VERBAL COMMUNICATION.

The Client will:

4.1 identify the main idea of verbal expressions.
4.2 demonstrate through action(s) a comprehension of oral directions.
4.3 demonstrate an understanding of survival symbols (basic written directions).
4.4 ask for additional information when necessary.

II. INTRA/INTERPERSONAL

5. THE CLIENT WILL DEMONSTRATE DECISION-MAKING ABILITIES.

The Client will:

5.1 initiate steps for reaching a chosen goal.
5.2 identify ways of handling stress.
5.3 demonstrate through actions an ability to make decisions.

6. THE CLIENT WILL INTERACT APPROPRIATELY WITH OTHERS.

The Client will:

6.1 demonstrate physical respect for self.
6.2 demonstrate physical respect for others.
6.3 demonstrate appropriate attention-seeking behaviors.
6.4 demonstrate affection appropriately.
6.5 demonstrate respect for other's privacy.
6.6 demonstrate respect for other's property.

III. WORKER HABITS

7. THE CLIENT WILL DEMONSTRATE AN UNDERSTANDING OF THEIR ROLE AS A WORKER.

The Client will:

7.1 be punctual.
7.2 demonstrate an understanding of worker rules.
7.3 identify consequences of inappropriate behaviors.
7.4 request assistance when needed.
7.5 demonstrate through action a comprehension of an employee's role.

8. THE CLIENT WILL DEMONSTRATE AN UNDERSTANDING OF THE WORK ENVIRONMENT.

The Client will:

8.1 demonstrate an understanding of the managerial structure.
8.2 identify areas of the building relevant to daily routine.
8.3 point out unsafe working conditions.
8.4 perform an assigned task.
8.5 demonstrate the relationship between working and his/her payment system.

IV. APPEARANCE

9. THE CLIENT WILL MAINTAIN APPROPRIATE HYGIENE EXPECTATIONS.

The Client will:

9.1 use appropriate cleanliness habits.
9.2 properly groom hair.
9.3 demonstrate correct skin hygiene.
9.4 demonstrate proper dental care.

10. THE CLIENT WILL DRESS APPROPRIATELY.

The Client will:

10.1 dress appropriately for a given task.
10.2 dress appropriately for the weather.

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FOREWORD

Securing Occupational Achievement through Readiness Skills(SOARS) is a resource curriculum for Adult Basic Education (ABE) teachers working with Developmentally Disabled (DD) adults. It is intended for use by teachers who work in an educational program at developmental centers with the DD adult, and for many more teachers working with delayed learners in adult programs throughout Michigan. The term Developmentally Disabled includes heterogeneous learners who have been ascribed such educationally diverse labels as: mentally impaired, learning disabled, or emotionally impaired. Due to the heterogeneity of this population, we have included instructional strategies at threee levels of abstracion. The three levels are explained in the "Instructions for Use" that follow.They are: Manipulate (simplest), Model (representational), and Integrate (symbolic).These are arranged from one star for the simplest strategies,to three stars for the most comlex strategies.

SOARS was field tested with DD adults who scored at or below a second grade reading level on the Burns Roe Informal Reading Inventory. These DD adults were in an educational program at a county mental health center containing a sheltered workshop. Certain relevant sub-sections of the Social Pre-Vocational Information Battery-T (SPIB-T) were administered to field test participants. The scores showed that these adults had few work-related social skills, also known as employability behaviors. The scores provided helpful data for revising the field test prototype.

The ABE teacher of special learners is faced with a scarcity of age-appropriate materials, yet must determine some very unusual learning styles. Some DD adults are recently leaving institutional settings. Many adults are returning to adult classes who dropped out years ago, before the refinement of special education, and the consequent teaching techniques which address unusual styles of learning, such as learning disabled learners.The ABE teacher faces many questions when faced with the variety of factors that a DD adult brings to the classroom. It is especially difficult to assess learners when they present such characteristics as unevenness in their attained learning, a vacillating motivation for future learning, and a questionable modality for efficient learning.

The ABE teacher must be able to answer questions concerning these adults' learning potential. Is this person's disability the result of living in an institution, or is it a biologically-based limitation that has little potential for development? The teacher must be aware of the tremendous variability in even a biologically-based disability. Environmental enrichment can make tremendous differences in individual potentials.

The more relevant question for the teacher becomes one of practical response to unique learning patterns.

"He can read and remember words from whole sentences that he dictates, but cannot read sounds or words in isolation."

or

"She's bright,but sometimes can't remember from day-to-day."

This resource curriculum cannot answer these questions completely. We recognize the importance of individual teaching styles and creative teaching methods. This resource curriculum provides an enrichment of the body of resources that are compatible with the learning needs of the DD adult. SOARS makes the difficult task facing the ABE teacher of special learning adults a bit simpler.

In attempting to adapt one Michigan Life Role Competency to the DD adult, we found the need to create a new one, a fusion of several existent ones. The employability behaviors focus is one which we feel meets the needs of adults. It focuses on their adult role as workers, and orients them towards their largest need, social skills. Instructional strategies involve basic skills acquisition: functional sign reading, and math skills for telling time for punctuality and figuring paychecks.

In responding to the many questions we faced in writing SOARS, we found general learning theory helpful. Learning theory suggests some sound principles that may help in the varied questions we pose about all learners, including the special DD learner. The principle of active involvement is especially important to the learning of behaviors, including employability behaviors. The principle of practice is especially important with speical learners. Instructional strategies encourage active involvement between people and a great many practice situations are provided. The principles of general learning theory are:

1. We learn best when ready to learn.(Readiness)

2. The more we use what we learn, the more we perform and understand the new learning. (Practice & Relevance)

3. Learning is made easier when built on existing knowledge.(Related/incremental)

4. Learning takes place by doing. (Active involvement)

5. The more useful and beneficial a certain skill or body of knowledge, the better we can perform and understand it. (Practical & functional)

In using SOARS, make your expectations realistic for the client. Do not accept this resource curriculum as fixed; instead, use its ideas as a springboard for your own style and your particular clients' interests and needs. The most important element with any materials is the user. We present SOARS for your use and enjoyment. Add, revise and share your ideas by writing us at: SOARS, Eastern Michigan University, 129 Boone Hall, Ypsilanti, Michigan 48197. (313) 487-3134.

ACKNOWLEDGEMENTS

Many people are responsible for SOARS, for many people showed an interest in its development and made time to help in its year-long evolution.

Our special thanks to the Advisory Board Members: Joyce Angelocci, Liz Bauer, Ann Long, Jamie Valen and Joann Warner who set us on course and critiqued our developments along route.

Thanks to the cooperating organization' administrators, Mr. Andy DeSaeger, of the Willow Run Community Schools; Mr. Dave Schweigerhoefer, of the Washtenaw County Community Mental Health Developmental Center. Special thanks to Dr. Mary Green, Associate Dean of EMU College of Education, who both conceived of SOARS and was responsible for overseeing the entire project.

Others who assisted us in specialized ways are: Dr. Orchid Brown of the Michigan Department of Education, Adult Extended Learning Services; Dr. Norm Niesen, Head, Dept. of Special Education, Eastern Michigan University; Dr. Judith Smith, (Special Project-MR children)Ingham Cty. Intermediate School District; and, Dr. Sandra Squires of Washington State University.

The visual life that's provided throughout SOARS is due to photographer Ms. Lynnda Hummel who gave many hours in the coverage and developing of photos staged so generously by staff at the County Mental Health Developmental Center. Doris Smith, Associate Professor of Art at Eastern Michigan University, helped us in the selection of three student illustrators, who provided the illustrations. Rene Enright (also designed the cover), Elena Farmer, and Beth Sachs are the talented illustrators whose work contributes to the useability of many instructional strategies.

Appreciation is warmly acknowledged to Judy Ehlen who deciphered many different handwritings in the preparation of various drafts of SOARS. Judy's committed spirit and didicated typing persevered through major overhauls and revisions.

Jeff Duncan edited the final draft of SOARS; his quick pen and clear thoughts enhanced our readability.

The wealth of resources offered herein is due to many people who we fail to mention. However, Particular thanks are due Kent Kopeland (Flint Adult Education), Mary Ann Mellema (Grand Haven), Nancy Sullivan (Michigan Advocacy), Kathy Roach(EMU), Linda Reid (Jackson Adult Education), Elaine Mink (Monroe), Alice Roelfs (Livonia) and to the Plymouth Dissemination Project. Mrs. Marian Neil of the Washtenaw Intermediate School District has been of special help throughout the collection of resource materials.

The staff who developed and wrote SOARS all had full-time committments to their jobs, so that SOARS was chiefly written after-hours. Thanks to all of them who gave of personal time, met deadlines, and felt the keen need for materials for the adult learner. It was out of their expression of need that Dr. Mary Green both wrote and received funding to develp this resource curriculum.

INTRODUCTION TO USE OF SOARS

Securing Occupational Achievement through Readiness Skills (SOARS) is a resource curriculum written for Adult Basic Education (ABE) teachers who work with special learning adults reading at or below a second grade level. It is not a direct-use workbook.

SOARS is divided into four major sections: I. Communication; II. Intra/Interpersonal (skills); III. Worker Habits; and, IV. Appearance. In the upper right hand corner of each page, you will see the section listed first. Under these four major sections are ten goals followed by specific objectives.

SECTION	I. Communication	III. Worker Habits
GOAL	1. Nonverbal Expression	7. Worker Role
OBJECTIVE	1.1 Expressing Basic Emotions	7.2 Worker Rules

There is also a standard organization within each objective. An objective has an assessment made up of skill criteria to determine client proficiency in that objective. The skill criteria are formulated as yes/no questions; a comments section follows. We suggest that the comments sections be used according to the levels of client capability. We also recommend that the assessment criteria be copied for individual clients. Forms for logging results of group assessment criteria are included in Appendix D.

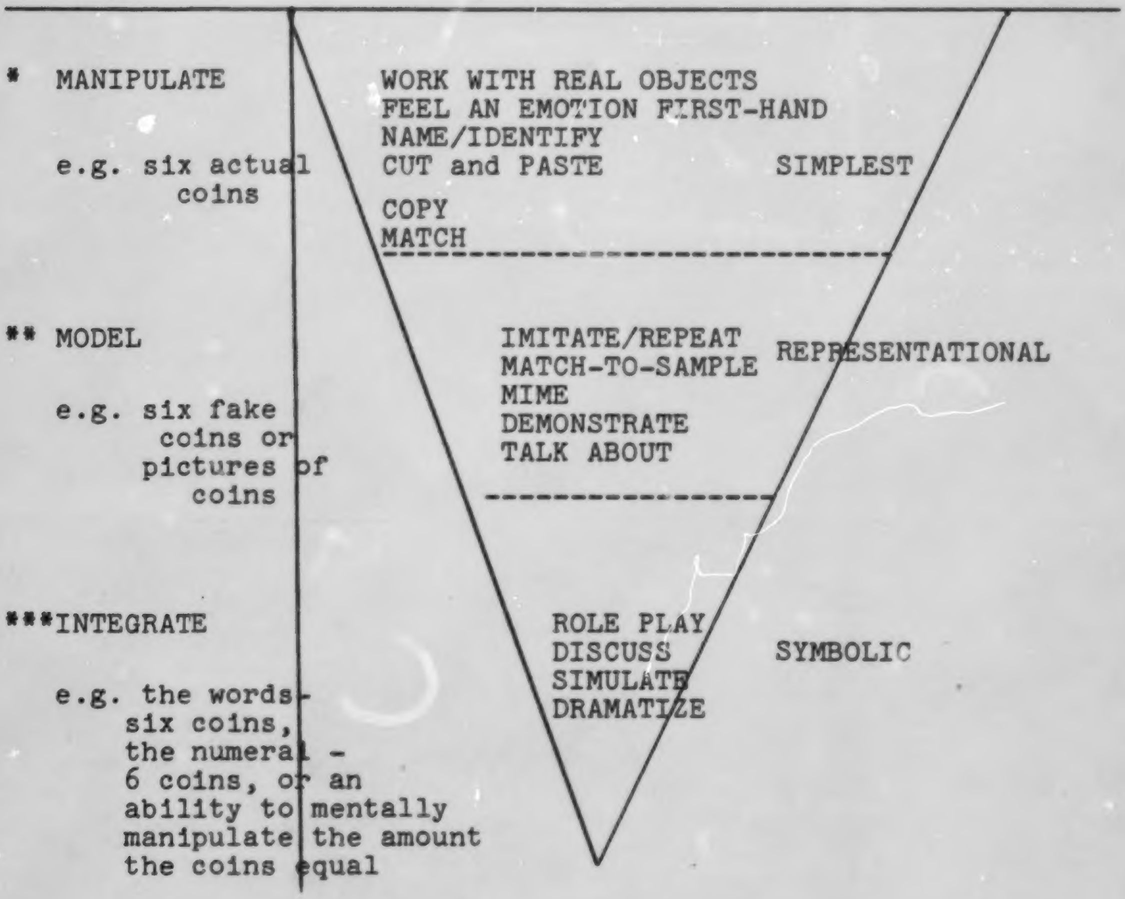
There may be several divisions of the objective; sometimes these additional divisions may require separate assessments.

GOAL	1. Nonverbal Expression	7. Worker Role
OBJECTIVE	1.1 Expressing Basic Emotions	7.2 Worker Rules
DIVISION	1.1.1 Naming emotions in self	7.2.1 Worksite rules

The instructional strategies were written and ordered according to the basic model that follows. This is an informal model used in writing strategies to various ability levels appropriate to your clients. Certain verbs that we call "Process words" have been underlined throughout the curriculum. This provides quick identification of appropriate/inappropriate strategies.

The informal model used in ordering the instructional strategies at three ability levels is included for your reference and use, but is not meant to be a definitive model that is for purposes other than this resource curriculum's purposes.

INSTRUCTIONAL STRATEGIES' ORDERING



Capsule Term	Process Words[1]	Stimulus Complexity
* MANIPULATE e.g. six actual coins	WORK WITH REAL OBJECTS FEEL AN EMOTION FIRST-HAND NAME/IDENTIFY CUT and PASTE COPY MATCH	SIMPLEST
** MODEL e.g. six fake coins or pictures of coins	IMITATE/REPEAT MATCH-TO-SAMPLE MIME DEMONSTRATE TALK ABOUT	REPRESENTATIONAL
***INTEGRATE e.g. the words - six coins, the numeral - 6 coins, or an ability to mentally manipulate the amount the coins equal	ROLE PLAY DISCUSS SIMULATE DRAMATIZE	SYMBOLIC

The largest number of clients in the DD population fall in the first two ability levels (levels * and **).

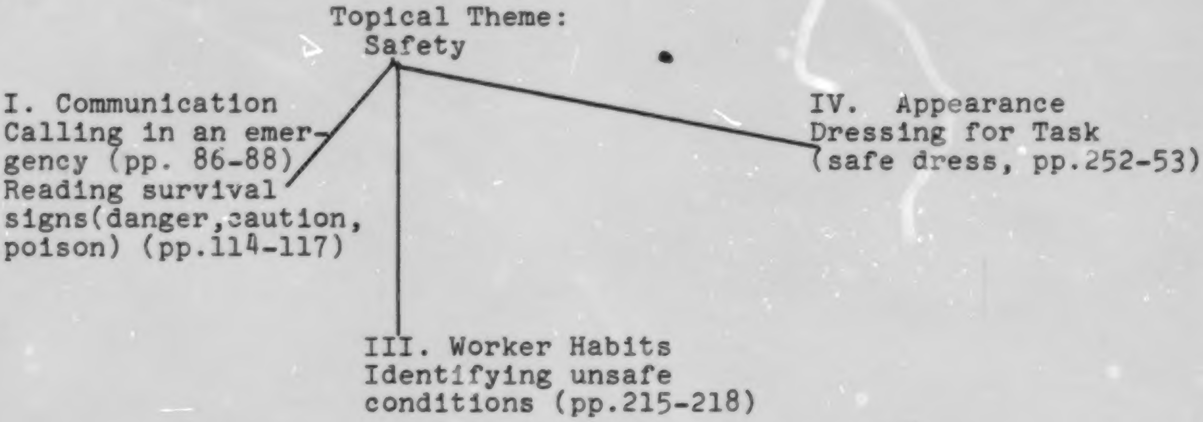
1. Process Words are those verbs underlined throughout the curriculum's strategies. They key-in the activities that will be required in the strategy.

The resource curriculum can be used in any order you wish. Active involvement with other people is encouraged; such involvement is critical to employability behavior learning. Since SOARS is for non-readers, it is designed to be interactive.

Two general approaches to use SOARS are;

1. Integration of goal areas across the curriculum.For example using safety as a genral instructional theme, the index serves as a cross reference for areas in different sections. The Spider Model[2] may help in your planning a number of instructional experiences around a topic.

ILLUSTRATION:



Topical Theme:
Safety

I. Communication
Calling in an emergency (pp. 86-88)
Reading survival signs(danger,caution, poison) (pp.114-117)

IV. Appearance
Dressing for Task
(safe dress, pp.252-53)

III. Worker Habits
Identifying unsafe conditions (pp.215-218)

The index identifies areas across goals, so that you may identify parts of this resource curriculum that you feel clients need and thus may plan around this need.

2. "Incidental or Natural Learning." Design systematic incidents that enable the client to learn a behavior or skill naturally - e.g. reading others' facial expressions or other nonverbal gestures. Developmentally Disabled adults need direct and systematic practice. Emphasize behavioral subtleties and draw attention to these subtleties as they're occurring. If you are familiar with methods/strategies for a given section or goal, begin working with a client on a behavior through planned incidents. An example of a planned incident might be your expressing approval for an easy task that you assigned. Without words, ask the client to tell you what you were expressing a moment earlier when you expressed approval of his work. Many strategies may then be sprinkled through a client's workday. Plan to integrate several of these opportunities for practice.

[2] With permission from Dr. Norm Niesen, from The Slow Learning Program in the Elementary & Secondary Schools, Niesen, Norm, PhD., Curriculum Bulletin No. 119, Cincinnati Public Schools, 1964.

One of the most difficult things about classroom learning of behaviors, particularly with the DD adult, is the inability to control what is most meaningful to control - - - the practice in the setting in which the client will use the new behavior. Such generalization (the transfer of new learning into everyday living) requires coordination with people from other settings in the client's life (e.g. living area, work site). For this generalization to occur, it is important to provide practice of new behaviors with different persons in different settings and over varying periods of time. This is not easily accomplished, however, since checklists are oftentimes not returned from other settings. For the ABE teacher, then, other techniques may need implementation. Use community -based learning through field trips or weekly bowling trips/restaurant visits, etc., whenever possible. Bring the community to the classroom via real objects, visiting speakers and the use of experience-based language.

All Communication goals are inter-related. For purposes of task analysis, we have separated the section on Communication into four areas: nonverbal expression, nonverbal reception, verbal expression and verbal reception. Please consult other areas at same functioning level if you wish to teach two goals in tandem. This may enhance the instruction. By using the Spider Model and/or the index, you may easily plan content between goal areas around a central topic.

I. COMMUNICATION

1. THE CLIENT WILL NONVERBALLY EXPRESS SELF IN AN APPROPRIATE MANNER.

The Client will:

1.1 express basic emotions.
1.2 express complex emotions
1.3 demonstrate proper distance between self and others.
1.4 nonverbally express approval.
1.5 nonverbally express disapproval.

I. COMMUNICATION
1. Nonverbal Expression
1.1 Express Basic Emotions (in self)

1. THE CLIENT WILL NONVERBALLY EXPRESS SELF IN AN APPROPRIATE MANNER.

Date Completed

Pre	Post

ASSESSMENT CRITERIA

1.1 The client will express basic emotions (e.g., happiness, sadness, fear, anger).

Yes	No	
		A. Client can correctly respond to the statement: "Without saying anything, show me that you are happy."
		B. Client can name a situation that would make him happy.
		C. Client can correctly respond to the statement: "Without saying anything, show me that you are sad."
		D. Client can name a situation that would make him sad.
		E. Client can correctly respond to the statement: "Without saying anything, show me that you are afraid."
		F. Client can name a situation that would make him afraid.
		G. Client can respond correctly to the statement: "Show me that you are angry."
		H. Client can name any appropriate situation that would make him angry.

Comments: Related Skills: Also see "Expressing complex emotions" (1.2), "Identifying basic and complex emotions" (2.2 & 2.3) and "Recognizing approval and disapproval" (2.4 & 2.5).

1.1.1 Naming of basic emotions in self.

INSTRUCTIONAL STRATEGIES

* Consistently reinforce clients who communicate moods appropriately. Praise them, and call attention to the specific elements of their behavior, e.g., "I'm pleased you told me how you're feeling, Pearl. Now that you've told me you're sad and confused, we can do something about it." Or, "Max, I like the way you can express your feelings." Chart areas you agree to work on. Note relevant reinforcers and responses to reinforcement over days, weeks and then months.

** Define the word "physically" to clients by giving examples of "physically" vs. "emotionally" (e.g., Your head hurting is a physical hurt. Your wantint go cry when someone scolds you is not physical, but an emotional hurt). Then ask them to talk about what it feels like when they're happy, afraid, mad and sad. Give examples for them to judge. You also might ask how they feel physically at different times during their day. Explain that knowing how they physically feel can help them know how they emotionally feel (e.g., if they feel tired, they may also easily feel sad).

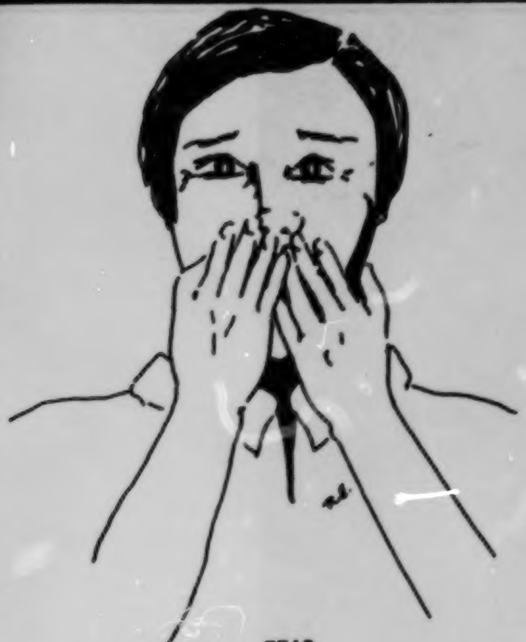
*** Talk about feelings. Pose the question to clients: "How do you feel when . . ."

a) You are new to a job and have no one to sit with at breaks?
b) You feel that you have been punished unjustly?
c) You receive a pay raise?

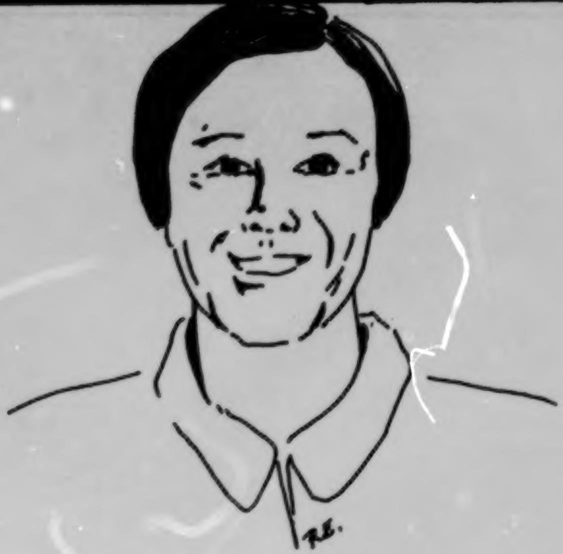
Help them to make their "feeling" word specific. The word "OK" is too general; the word "happy" is more specific. Try to lead them to find the real cause of their feeling(s). Is it a person? Is it a place? To client: How did you physically feel:

a) When you got up this morning? Why?
b) When you were at work today?
c) When you were with family or friends yesterday evening?

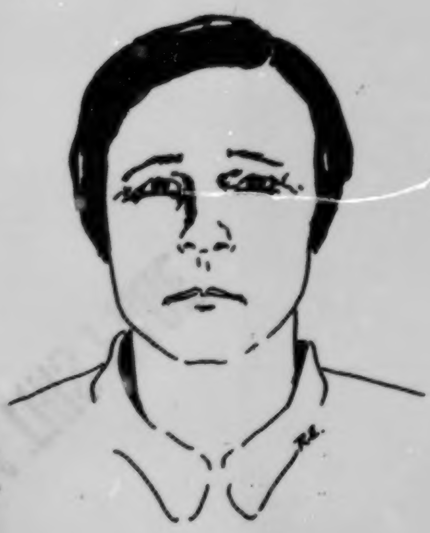
SEE ADDITIONAL STRATEGIES that follow entire objective 1.1.
Resources at end of Section.



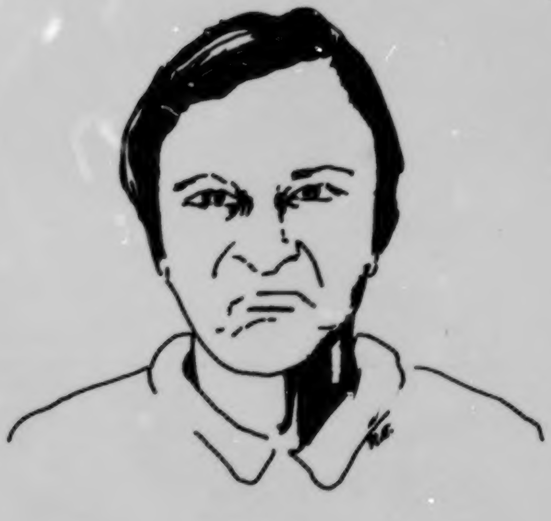
FEAR



HAPPINESS



SADNESS



ANGER

1.1.2 Matching situations that provoke basic emotions in self (Also see "Handling Stress", 5.2).

INSTRUCTIONAL STRATEGIES

* Create Situations which cause certain feelings. For example, tell the group to treat a certain client in a special way:

"The client will leave the room while I tell you all what we'll do. When you come back, Joe, you'll try to guess how we're treating you, and how that makes you feel. Don't guess until I tell you. You will have two minutes. Now leave". After Joe has left, explain:

"We're all going to ignore Joe for the next couple minutes and see if he can guess what's happening. We'll hear how it feels to be ignored afterwards."

After the exercise, tell clients: "Think of situations that cause you to feel a certain way. How do others make you feel?"

** Pose situational questions to clients: "How would you feel if . . ."

a) You and another worker are doing something wrong and you don't get into trouble while the other worker does.
b) You must ride the bus and are uncertain where and when to catch it?
c) Your boss keeps walking over and checking on you every 15 minutes?

*** Story Script: How would you feel? (Best to role play this; be aware that some assistance in solution to problems may well be needed at start).

You are given a special project that needs finishing by 3 o'clock. One of your co-workers has some problems and wants to talk with you. You keep getting interrupted and can't seem to get yourself organized. How do you think you would feel. What things would make you feel this way?

Decision-making: How might you handle this situation?

I. COMMUNICATION
1. Nonverbal Expression
1.1 Express Basic Emotions (matching provocative situations)

After each of these, ask what actions might follow such a response:

a) You get angry at a co-worker.
b) You need to tell the boss you couldn't finish the special project.
c) You want to ask the co-worker to meet at break time to talk about the problem.
d) You feel you should ask the boss for extra help on the project early in the day.

You may wish to leave this strategy open-ended instead of structured.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Expressing Basic Emotions (in self) (1.1).

* 1. Make an "emotional thermometer" with faces portraying basic emotions. Probably the "top" emotion would be "happy" descending to "angry" and "sad" at the bottom. Have clients use clip-clothes pins with their names on them. Each day have them show their present mood by "clipping on" to the spot where the facial expression best matches their mood that hour or day.

* 2. Take polaroid photos of clients in various situations (e.g., work site, classroom, community). Display these photos in the classroom. Have client(s) identify their photos depicting a particular emotion. For example, you could ask the client to show you the photo that shows the feeling of being happy. This could be varied by asking the client to match his photo showing one emotion with another photo of a "friend" showing the same emotion. Teacher should select magazine pictures that show personal interactions. Have clients find pictures that show similar emotions. Some clients could make collages of common emotions.

** 3. Identify work situations in which clients may be involved. Talk about them with clients and have the clients model the emotional reaction that fits the situation. An example of one situation:

You are sorting nuts and bolts into appropriate containers. Your friend bumps the table and they all fall on the ground. You feel (mad) . Show us that feeling.

** 4. Take candid Polaroid photos of clients in various social situations. Have clients share feelings they see exhibited in the photos.

*** 5. Simulate a typical work situation (e.g., folding laundry or sorting utensils). Have two clients role play the task for about two to three minutes. Discuss the possible emotions represented by the clients. Have the clients who were involved in the role play situation tell how they felt.

Adaptation: If you have videotape equipment, you could tape clients role playing a situation. Play back the vignette and have clients identify their emotions shown.

ADDITIONAL STRATEGIES for 1.1 continued.

*** 6. Have clients role play the following situations as they think they would feel in that situation.

a) A co-worker takes items from your work station while you are not present.
b) You drop your cafeteria tray when going to the table.
c) You arrive at your work station and find you do not have enough supplies to complete your assigned task.
d) You learn your best friend is moving and you have no way of saying goodbye to him before he leaves.
e) You see two co-workers playing a game and you want to join, but they ignore you.

2C

I. COMMUNICATION
1. Nonverbal Expression
1.2 Express Complex Emotions (in self)

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

1.2 The client will express complex emotions (e.g.,embarassment, guilty, surprise, disinterest and, for higher functioning clients, irritation, discontent and interest).

Yes	No	
		A. The client can respond correctly to the statement: "Show me something that you might do if you are embarrassed."
		B. The client can name a situation that would cause him embarrassment.
		C. The client can respond correctly to the question: "How might you look if you had just done something that made you feel guilty?"
		D. The client can name a situation in which he would feel guilty.
		E. The client can respond correctly to the statement: "Show me how you would look if I had just done something to surprise you."
		F. The client can name a situation that would surprise him.
		G. The client can respond correctly to the question: "How do you look if you are bored?"
		H. The client can name a situation that would bore him.

Comments: Related Skills: "Expressing basic emotions" (1.1), "Identifying basic and complex emotions" (2.2 & 2.3), "Expressions of approval and disapproval" (2.4 & 2.5) and "Pride as a Worker" (7.5.4).

1.2.1 Naming of complex emotions in self.

INSTRUCTIONAL STRATEGIES

* Show photos that clients have taken of one another (one of the instant developing cameras are excellent for this), or ask them to draw a picture of themselves expressing an emotion. Then ask clients what emotion they seem to be expressing in the photo or drawing of themselves. Ask others what emotion they believe is being expressed and tally these on board. Then discuss what it is in each photo or drawing that leads them to their conclusion. Do they find they can interpret the pictures in several ways? What criteria are they using to form their opinions?

** Ask clients what it feels like to be embarrassed. How does embarrassment feel different from guilt? How does surprise feel different from pride? Ask client to demonstrate certain emotions and have others in class guess the emotion being mimed. You could adapt charades for this, and make competing teams, awarding points for the speed with which a team identifies a given mimed emotion. Ask clients to identify various times when they may have felt this same emotion.

*** Role play one of the following situations and talk about reactions.

a) Two workers discussing their pay (pride).
b) A boss arguing with a worker (irritation).
c) A surprise birthday party at work.

Ask client actors what they each felt in the role playing.

SEE ADDITIONAL STRATEGIES that follow entire objective.
Resources at end of Section.

1.2 The client will nonverbally express complex emotions appropriately (e.g.,embarassment, guilty,surprise,disinterest, irritation,discontent and interest).

1.2.2 Matching situations that provoke complex emotions in self.

INSTRUCTIONAL STRATEGIES

* Act out certain situations with the final emotion left unexpressed. Ask clients to show how they'd feel in that situation. Create situations in which many different reactions are correct. Try to refer to recent happenings and ordinary occurrences. Some situations might be:

a) You enter room and find a birthday cake for you (e.g., irritation, pride, surprise).
b) You sit down and find you have a tear or dirt on your clothes (e.g., irritation, surprise, maybe embarrassment).

** Have various emotions depicted in photos or pictures. Pantomime an emotion and ask clients to select photo or picture which they feel best depicts the emotion you were pantomiming. As a variation, have pictures of work situations which are emotionally provocative (e.g., a supervisor showing interest in a completed project). Then demonstrate an emotion through pantomime and ask clients to select picture that might make the emotion you pantomimed. Put pictures on the board and list reasons for each client's selection. (The Goldstein's book, Reasoning Ability of Mildly.., in the resources of this section, is an excellent resource to use here in leading clients to inferences).

*** Ask clients, "How would you feel in these situations?"

a) Your supervisor has just entrusted you with the keys to the supply room. A friend wants to take some tools. The two of you sneak into the room after hours. You're not caught.
b) You've just received a pay raise. Your friends all are happy for you. Everyone wants to shake your hand. You and a friend plan to go do something special when you're paid.
c) You have just completed a job done too quickly. Your boss reprimands you for poor workmanship.

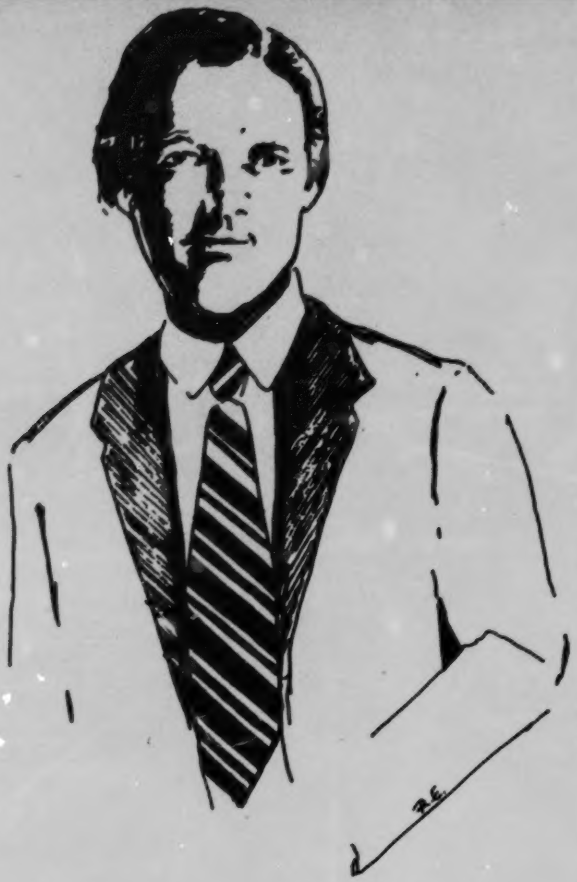
SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section

ADDITIONAL STRATEGIES for Expressing Complex Emotions (1.2).

* 1. "Emotions Lotto." Make game cards from magazine photos showing various complex emotions (e.g., embarrassment, surprise, irritation). You may also wish to have a copy printer reduce the photos to game card size. Give each client a small mirror. Upon pulling a game card, the client can either hold it up alone, or hold it up and name aloud the complex emotions. Clients holding the mirrors are to make the facial expression to match the game card and/or term.

** 2. Make a spinner using a pizza disc or cardboard circle divided into pie-shaped sections. In the sections, write the names of complex emotions (e.g., embarrassment, pride, surprise, irritation, disinterest, guilt). Spin the dial and call out the term that the spinner stops on. Clients are to make their faces and body positions show the emotion identified. This could be done individually or in team fashion, with the group receiving a point for the best example. (See resources for ready-made blank spinners that are plasticized for reuse. "Little Kenny" has game parts in quantity; check for them from local teacher store distributors).

*** 3. Get a large mirror. Divide clients in teams. Discuss situations in which they have experienced complex emotions (e.g., embarrassment, pride, surprise). Let selected teams role play the situation(s) identified by the clients. When the teacher calls "FREEZE," the team looks in the mirror and the group tells them the emotion(s) they see on their faces. (See other strategies for some sample situations if clients can't think of any.



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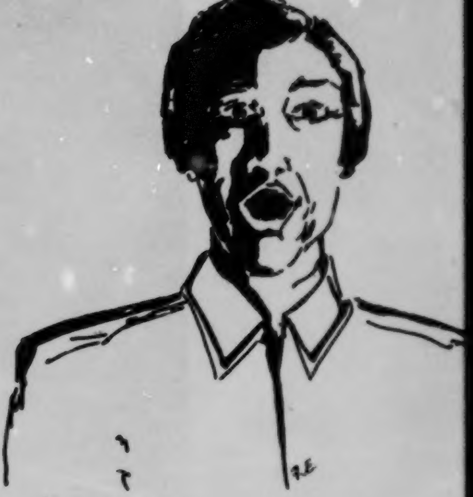
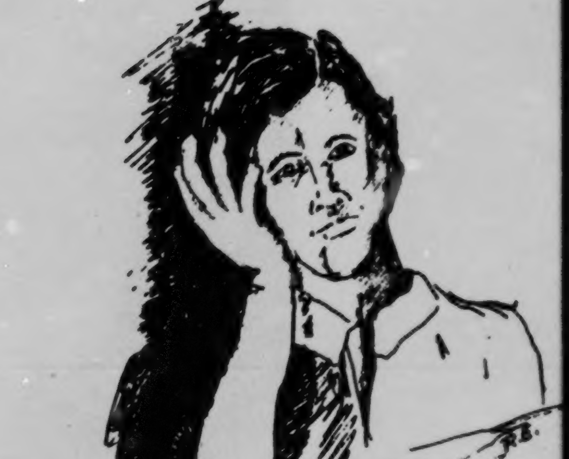


SURPRISE



BOREDOM

I. COMMUNICATION
1. Nonverbal Expression
1.3 Proper Distance Between People

Date Completed

Pre	Post

ASSESSMENT CRITERIA

1.3 The client will demonstrate proper distance between self and others.

Yes	No	
		A. The client can correctly carry out the following task: "I am a new worker, show me how you would introduce yourself."
		B. The client sits/stands the proper distance from a friend when carrying on a conversation (observe the client in appropriate situations).
		C. As observed, the client touches other people when suitable.

Comments:

1.3 The client demonstrates proper distance between self and others.

INSTRUCTIONAL STRATEGIES

* Demonstrate to clients how they feel when you stand within one foot of their face. When can you stand this close? Explain how there are rules to how close we get to people, when we break these rules we offend people and make them uncomfortable and angry at us. Ask clients if in the work place you can touch another person? Where is it OK to touch? Is it the same between a woman to a woman as between a woman to a man? (Explain safe zones to touch - Desmond Morris's Man Watching has this very specifically shown on p. 204, "Taboo Zones" - see Resources#14.

** Just as there are some topics that are very personal and we would not share with a stranger (see "Nonverbals for conversation starts" - 2.7), there are also physical closeness differences. We don't want to stand too close or too far, or we offend people we're trying to talk with. Give each client a privacy circle ~~(see adjacent page) to~~ show how distance increases with strangers. Now pose some situations to help them practice deciding how near or far to stand. You model appropriate distances. Examples:

a) Standing in an elevator (depends what room is available).
b) Standing on a bus (depends what room is available).
c) Talking with someone.
d) At a movie with a friend.

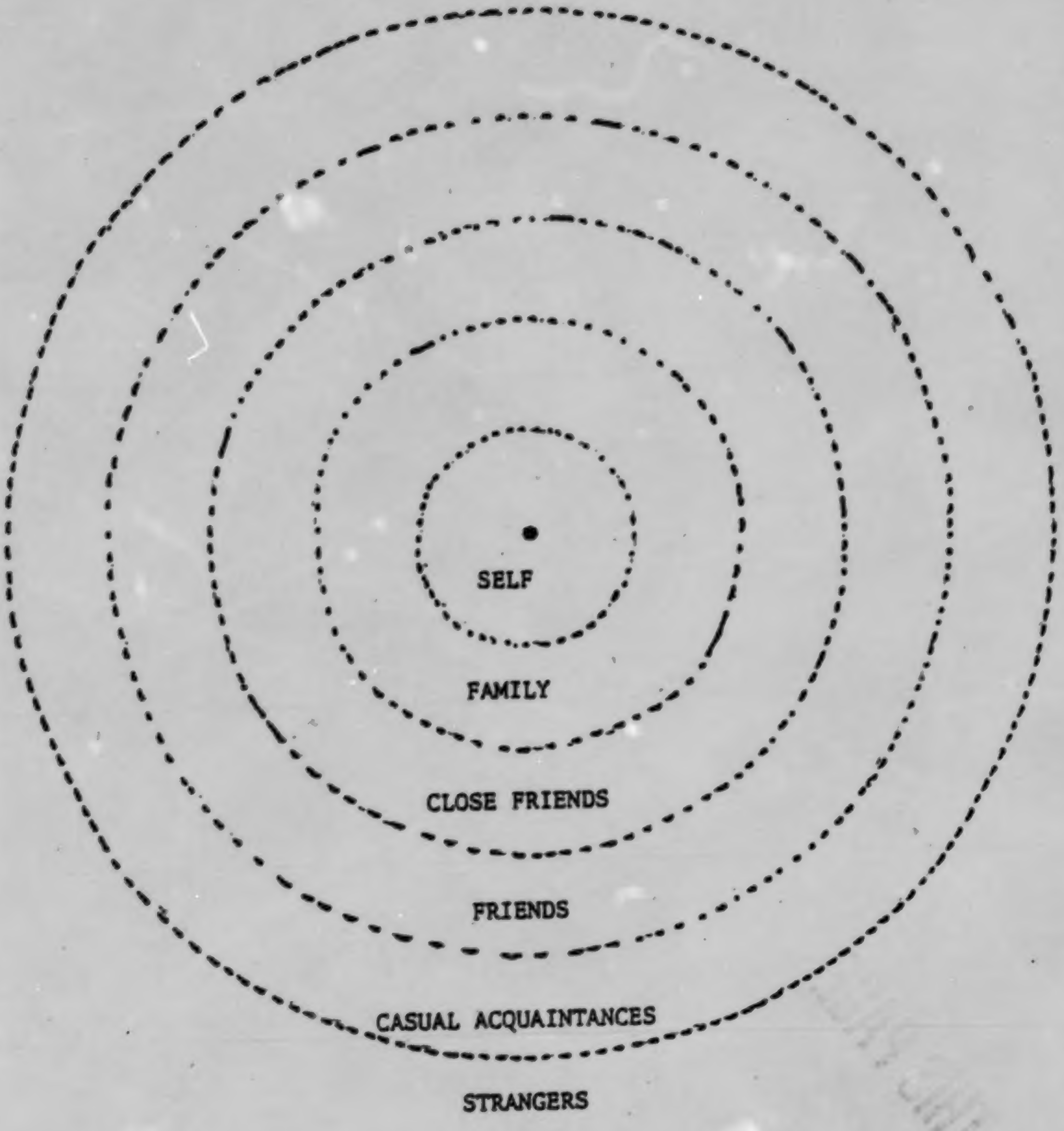
*** Role play some of the following situations which illustrate violating personal distance rules.

a) Your boss comes up to you and breathes on you as he instructs you on how to box up some items.
b) A co-worker is speaking with you about your family and sits way at the end of the table with three empty chairs between you.
c) A new worker comes up to you and touches your elbow while talking to you about how to do his/her job.

Discuss what is the right distance for different types of conversation.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

PRIVACY CIRCLES


SELF
FAMILY
CLOSE FRIENDS
FRIENDS
CASUAL ACQUAINTANCES
STRANGERS

With thanks to:
Ida Basinski

ADDITIONAL STRATEGIES for Proper Distance Between People (1.3).

* 1. By intruding on clients' space, have them tell you when it feels too close for comfort. Then ask them to identify when they each feel they're getting too close to speak with another comfortably.

** 2. Clip magazine pictures, cartoons or provide photos that illustrate "too far" or "too close" for comfortable communication. Then read short situationals that the clients need match to the picture. Example:

a) I'm a new worker talking with my boss. Hold up the picture that would be "too close".
b) We're good friends telling each other personal information that's secret. Which picture looks "too far"?

*** 3. Personal Space Game. Person "A" faces wall while standing on a colored circle. Person "B" walks slowing behind person "A", close enough so that person "A" must identify when he first becomes uncomfortable; person "B" stops and a colored marker with person "A's" name identified is placed on the floor. All clients have a turn to do the activity. Group discussion can follow with emphasis on the fact that we each have different levels of personal space.

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

1.4 The client will nonverbally express approval.

For 1.4 and 1.5, many of the same strategies can be used with a change of emphasis.

Yes	No

A. The client can define the word "approval".

B. As observed, the client can express approval in a suitable manner.

Comments:

INSTRUCTIONAL STRATEGIES

* Ask clients to name some things they like about themselves. What do you most approve of about the way you are a friend? . . . a worker? What different traits do you bring to different roles?

** With clients, talk about what kinds of traits they look for in a:

a) friend
b) co-worker
c) supervisor/boss

You may need to list various categories of worker roles or relationships, and to poll clients for desirable traits. Additionally, you may need to suggest certain things to poll (e.g., How important is safety in a friend? ... in a supervisor? How much do you value loyalty in a boss? ... in a friend? How do you show approval to each of the above?)

*** Role play in response to some of the graphics depicting emotions in this curriculum, or to one of the following situations. Clients are to call out when they see a sign of approval; action freezes at this point for analysis of the signs.

a) Client arrives early for work. He punches in and begins the coffee for everyone. The boss arrives to see the lights on and coffee brewing.
b) A co-worker neatens the tool crib on his own time. The workers can now all find their tools. The boss observes this action.
c) A co-worker buys donuts for a special occasion so that everyone might share them on their morning break.
d) A co-worker plans a special surprise party for another worker.
e) Even though a client doesn't feel well, he still greets his fellow co-workers with a smile in the morning.
f) A client voluntarily helps another worker finish his work when the other worker gets behind.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Expressing Approval (1.4).

* 1. Give each client a hand mirror. Teacher states different approval-disapproval situations (list identified in *** of 1.4 may be used or you can develop one to fit your classroom's needs). Clients are to make an approval/disapproval facial expression to match the statement read to them. The teacher must monitor the expressions. Clients could be asked why they felt the way they did if the teacher felt it appropriate. Using the mirrors allows the client to visually recognize how he/she might feel.

** 2. Have clients arrange selves in teams. As a statement is read, a client must show his parther(through body position and/or facial expression)his feelings. Read statements to the clients such as :

a) "You have just received a $5 raise." (weekly)
b) "I will be letting you go in two weeks."
c) "Your work is very poor."
d) "I am pleased with your work."
e) "I will be out of town for the next two weeks."
f) "Can't you work a little faster?"

*** 3. Set up situation where you as teacher play the role of the boss or supervisor. Enact situations such as:

a) Telling someone he is going to receive a promotion.
b) Telling someone he is going to have to change work stations.
c) Telling someone his work is not satisfactory.
d) Telling someone he will lose his job if his work does not improve.
e) Telling someone he has done an excellent job.

Discussion should follow each enactment. Clients can tell how they would feel in that situation. Some clients may wish to role play a response to you as boss or supervisor. Emphasis should be on what would bring about approval if it is not present.

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

1.5 The client will nonverbally express disapproval.

Yes	No

A. The client can define the word "disapproval".

B. As observed, the client can express disapproval in a suitable manner.

Comments:

INSTRUCTIONAL STRATEGIES

* How do you react when others:

a) Cut in line?
b) Do poor work?
c) Are late for work?
d) Are unfriendly?
e) Don't cooperate with other workers?
f) Act silly or childish?

Demonstrate what might happen in such situations.

** Use the graphic on adjacent page (or take 35 mm slides of your own work site that show workers sloughing off on the job, or a supervisor publicly reprimanding a worker for minor error), and ask clients what signs of disapproval there are in the photo or illustration.

*** Talk about what you would do if you were the boss in the following situations?

a) Mr. Lucey works night shifts and always leaves the lights on and his meal's trash around.
b) Clarence wears clothes that smell.
c) Sophia keeps customers waiting while she completes personal phone calls.

What would you do in the same situations if you were a co-worker?

SEE ADDITIONAL STRATEGIES that follow.

Resources at end of Section.

ADDITIONAL STRATEGIES for Expressing Disapproval (1.5).

* 1. Have clients cut pictures and cartoons of disapproving situations from magazines or other resources (copy those in this curriculum and have clients select "disapproving" ones). Whether the pictures are of people or situations, collages can be made as a group or individually. There should be support to those students who are having difficulty identifying appropriate pictures. They could be displayed in the classroom.

** 2. Teachers can enact situations that may bring about disapproval from others. Clients should have facial cards that illustrate "approval" and "disapproval" (they could be made from paper plates with tongue depressors as handles - use pictures from magazines or from this curriculum. Have copy printer reduce large ones and copy). Clients will hold up the appropriate "Face Card" at the conclusion of the enacted situation. After the teacher has done several, clients may wish to do same as well. Some situations might include:

a) Spilling bolts on the floor.
b) Bumping into someone.
c) Shaking one's head.

*** 3. Using slides taken of clients and community persons in work situations, talk about how others may have felt when the worker was doing what was shown in the slide. Although your emphasis may be placed on disapproval experiences, encourage clients to also identify the approval scenes they see. The comparison of these in work situations is essential.

I. COMMUNICATION

2. THE CLIENT WILL RESPOND APPROPRIATELY TO NONVERBAL COMMUNICATION.

The Client will:

2.1 identify a variety of messages given through voice intonation.

2.2 identify expressions of basic emotions in others.

2.3 identify expressions of complex emotions in others.

2.4 identify expressions of approval observed in others.

2.5 identify expressions of disapproval observed in others.

2.6 demonstrate through actions a comprehension of nonverbal directions.

2.7 demonstrate through action(s) a comprehension of nonverbal cues necessary for initiating conversation.

2.8 identify nonverbal cues for ending conversation.

2.9 identify nonverbal cues for initiating and ending tasks.

*2.7 - 2.8 - "Initiating and Ending Conversation" means knowing when a person wishes to begin or end a conversation, the nonverbal cues that they give out.

** 2.9 - "Initiating and Ending Tasks" means knowing from the manner in which things are left, or other personal nonverbals, that a particular job should now begin or end.

2. THE CLIENT WILL RESPOND APPROPRIATELY TO NONVERBAL COMMUNICATION.

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

2.1 The client will identify a variety of messages given through voice intonation.

Yes	No	
		A. The client can respond correctly to the question: "Does my voice tell you that I am happy or angry with you?" Say the following in an approving manner: "Way to go, __________."
		B. The client can respond correctly to the question: "Does my voice tell you that I am happy or angry with you?" Say the following in a displeased manner: "Way to go, __________."
		C. The client can respond correctly to the statement: "Say the word 'yes' to me, but use your voice to let me know that you really mean 'maybe'".
		D. The client can respond correctly to the statement: "Say the word 'yes' to me, and use your voice to let me know that you are happy to be answering 'yes'."

Comments: Related Skills: "Appropriate Use of Voice" (3.1), and "Applying Conversational Skills"(3.4).

INSTRUCTIONAL STRATEGIES

* Make a tape recording of the same message read in several ways. Ask clients to state impressions after first recording. Then after second recording of identical message, ask what made for a different impression. Examples of recognizable intonations are: nice, mean (mad), happy, sad.

** Nonverbal improvisations. Portray a situation (e.g., a boss bawling out an employee and the employee storming off and quitting). Act this out with nonsense jabber, but the right emotional intonation. Act out an emotion to illustrate what you mean. See if others can guess what's happening strictly by voice tone and nonverbal actions. Ask clients to repeat after your various intonations.

*** Have several people demonstrate pleasant and unpleasant tones of voice. Ask what makes the difference (e.g., speed, pitch, nasalness, loudness . . .). Have clients think of workers who have pleasant voice tones. Ask if they sometimes miss an instruction because another's tone of voice distracts.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Voice Intonation (2.1).

* 1. As the teacher, you use nonsense jabber to communicate a feeling (anger, approval, agreement . . .) through your intonation. Ask clients to guess what feeling you're expressing.

** 2. Copy-cat. Ask clients to imitate your voice. Tape both of your attempts at expressing the same message in same way. Play tape back and see if the two are nearly identical. How are they different? What message differences does that make? Keep trying to copy by erasing non-identical attempts and trying another.

*** 3. Role play several ways of saying the same thing.

a) Really? (incredulous)
b) (Oh) Really (skeptically)
c) Really (now) (Haughtily)
d) Really (sarcastic)

Ask clients to demonstrate how to say "no", and communicate "maybe" with their voice tone.

I.. COMMUNICATION
2.. Response to Nonverbals
2.2 Identify others' basic emotional expressions

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

2.2 The client will identify expressions of basic emotions (e.g., happiness, sadness, fear, anger) in others.

Yes	No	
		A. The client can identify a happy person.
		B. The client can identify a situation that could make someone happy.
		C. The client can identify a sad person.
		D. The client can identify a situation that could make someone sad.
		E. The client can identify a frightened person.
		F. The client can identify a situation that could make someone fearful.
		G. The client can identify an angry person.
		H. The client can identify a situation that could make someone angry.

Comments: Related Skills: "Identifying Others' Complex Emotional Expressions" (2.3), "Expressing Basic and Complex Emotions" (1.1 & 1.2), and "Identifying Approval and Disapproval" (2.4 & 2.5).

2.2.1 Naming basic emotions as others depict them (e.g., in person, graphics or stories).

INSTRUCTIONAL STRATEGIES

* Matching: Ask clients to clip pictures or photographs of four expressions of positive feelings and four expressions of negative feelings. Go through these and divide into two piles. You may use these same photographs/pictures to:

I. COMMUNICATION
2. Response to Nonverbals
2.2 Identify others' basic emotional expressions

a) Match the picture/photo to your tape recording of emotions. Ask clients to hold up the picture which portrays the expression they hear. Play tape of various messages with appropriate intonations, e.g., "I hate you!" "Oh no, not again!" "Ouch!" "Of course I'm pleased, I completed the job on time!"

b) Take photos or pictures and cover either the eyes, the nose, or the mouth. See if clients can still tell the emotion portrayed. Construct various expressions through using felt pieces or colorforms (e.g., vinyl pieces cut to represent eyes, nose, mouth . . .). See illustration in this section. Graphic is the same as that for #4 in Additionals for "Approval" (2.4) and "Disapproval" (2.5).

** Teacher may pretend an emotion like anger by stamping foot and frowning. Have a client ask, "What's the matter?" and other clients/workers respond. Ask the clients to identify clues of the emotion modeled. Praise all those making accurate responses. Then have clients take turns portraying an emotion and having others guess the emotion. One response per client will keep quick guesses to a minimum, which you may wish to do if there is just random shouting of guesses.

*** Introduce emotions by pantomiming each and/or saying short sentences in a variety of manners. Demonstrate emotions through rhythm, e.g., run as if you were afraid; walk as if you were sad; skip as if you were happy. Have students make vocabulary cards naming each emotion and take turns selecting the appropriate card to hold up as emotions are demonstrated.

SEE ADDITIONAL STRATEGIES that follow both objectives "Basic and Complex Emotional Expression Identification" (2.2 & 2.3).
Resources at end of Section.

2.2.2 Matching situations that provoke basic emotions.

INSTRUCTIONAL STRATEGIES

* Portray and identify. Give each client an emotion to act out. You could begin with just the emotion itself (e.g., simple anger), and build to a complex situation (e.g., a worker stacking boxes very carefully, then having the stack topple, causing much frustration and anger).

** Have a client strike a pose showing a secretely assigned emotion. Have other clients guess the emotion. Once clients have portrayed and mastered demonstrating and identifying single emotions, have them demonstrate and try to identify several emotions in a row (or several at once).

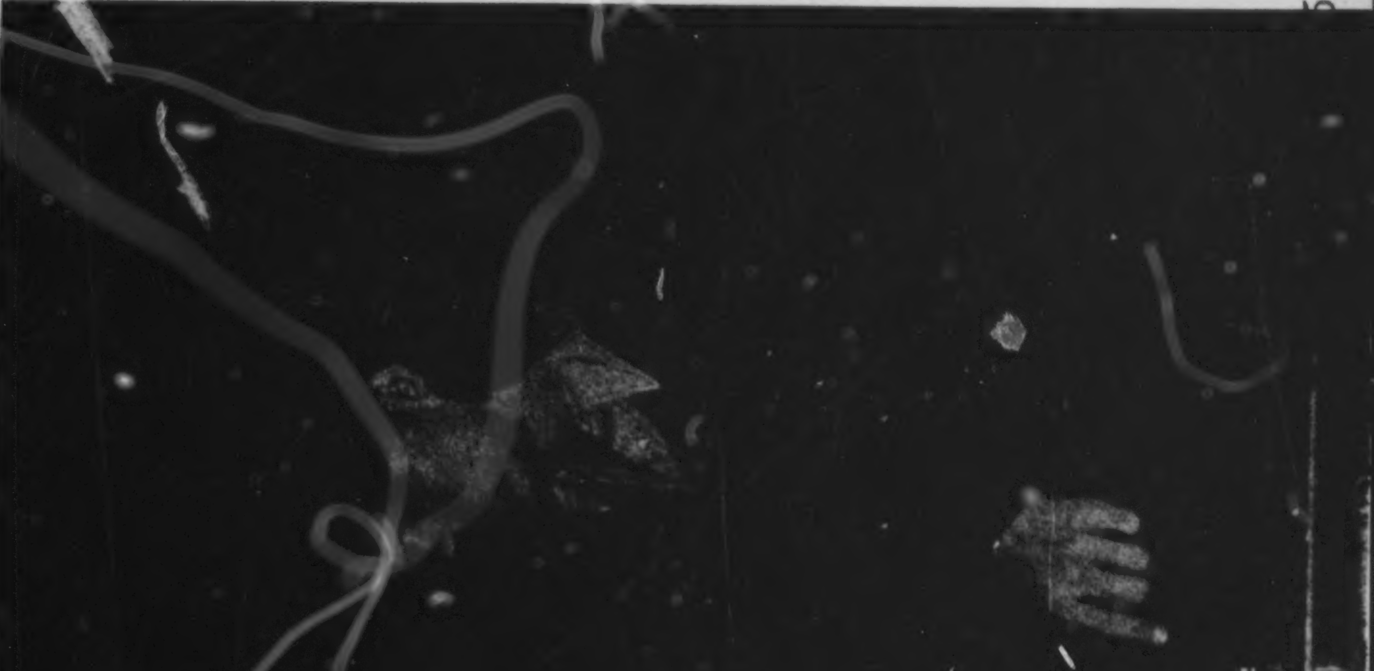
Enact several emotions in a short play without words. Afterwards, have clients tell what happened. Example: Teacher enters room in a happy mood, looking for something. Can't find it, so gets frustrated and mad. Pile of papers on the teacher's desk falls off as she/he is searching through it. Teacher begins to nervously pick them up, then walks out of the room in a sad mood.

*** Role playing situations might be:

a) A worker has just quit without notice. Have clients act roles of the supervisor and the other workers. Ask clients how they feel when the work piles up because they are one person short?
b) A new worker just joined the work site, and on his first break he sits alone. Have clients act this out and see how it feels.
c) The supervisor was just told by his workers that they enjoyed working for him. Have clients act this out and see how he might feel.
d) A new person on the job beside you is not working. Have clients act out several responses. Have them discuss the different results from these responses.

To recognize situations provoking anger, some clients, who do not feel entitled to be angry, need training in assertiveness.

SEE ADDITIONAL STRATEGIES that follow both objectives "Basic and Complex Emotional Expression Identification" (2.2 & 2.3)
Resources at end of Section.



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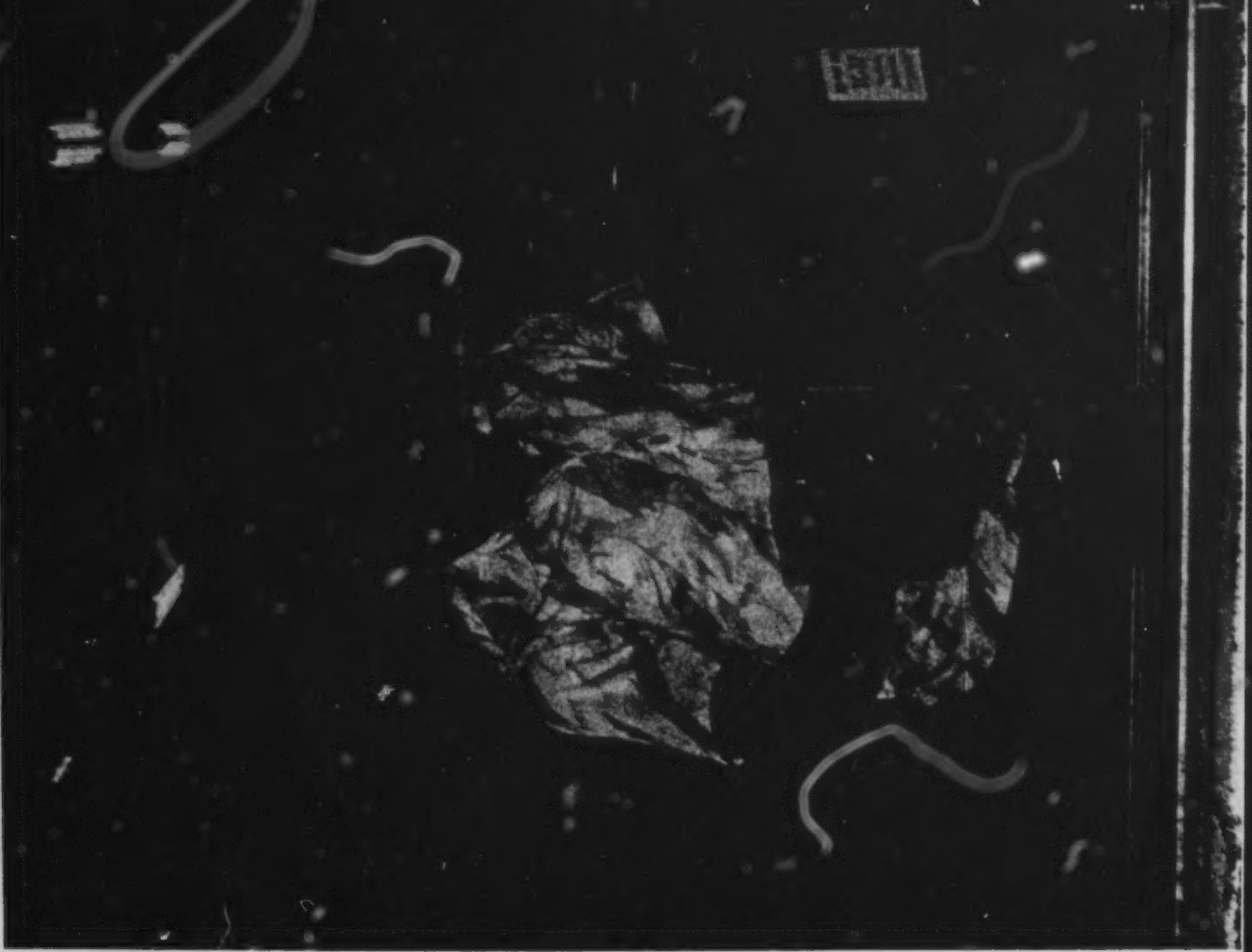

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I. COMMUNICATION
2. Respond to Nonverbals
2.3 Identify others' complex emotional expressions

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

2.3 The client will identify expressions of complex emotions (e.g., guilt, embarrassment, surprise, disinterest, and for higher functioning clients: irritation, discontent, interest) in others.

Yes	No	
		A. The client can identify a picture of a guilty person.
		B. The client can identify a situation that could make a person feel guilty.
		C. The client can identify an embarrassed person.
		D. The client can identify a situation that could embarrass a person.
		E. The client can identify a surprised person.
		F. The client can identify a situation that could surprise a person.
		G. The client can identify a bored person.
		H. The client can identify a situation that could bore a person.

Comments: Related Skills: "Identifying Basic Emotions: (2.2), "Expressing Basic and Complex Emotions" (1.1 & 1.2), "Identifying Approval and Disapproval" (2.4 & 2.5), "Pride as a Worker" (7.5.4).

2.3.1 Naming complex emotions as other depict them (e.g., in person, graphics, or stories).

INSTRUCTIONAL STRATEGIES

* Portray and Identify. After naming the common types of nonverbal cues (see below), ask the group to team up. Then ask one member to mold the face, posture

and gestures of a team member to express a given emotion. Other team members may give verbal directions. Have others guess what emotion is depicted. If this is too difficult for clients, demonstrate how to mold a face, or suggest an emotion for molding. See how many contrasting ways there are to express the same emotion. The more agreement among the guessing team's opinions, the more clearly the other team has accomplished the molding! To get over an aversion to touching, you may want to use acting/clown/masquerade make-up. (Such make-up is available at toy, costume or magic shops). Common nonverbal cues are: eye contact, eyes, facial expressions, gestures, skin (blushing, paleness, sweating . . .), posture, touching, speech rate, diction, loudness and tone of voice, distance between people, clothing, and signs of nervousness or restlessness (e.g., finger tapping, fingernail biting, fidgeting feet, knuckle cracking, or fidgeting with button, hair or clothing).

** Model. Ask clients to break into teams which will guess an emotion which you will whisper to one client to portray. If the others guess the expressed emotion within one minute, the client receives five points; within two minutes, three points; within three minutes, two points. Three minutes is the time limit. The first person to reach ten points wins, and no client is allowed more than two guesses in a row.

Discuss what gave the emotion away. Was it facial expressions, gestures, postures, a situation?

*** Talk about photos/pictures. You may use pictures of common work situations that are emotionally provocative (see ones in this curriculum), e.g., a co-worker laughing on the job and being observed by supervisor. Ask clients what emotion they believe the supervisor is feeling. How about the worker? What cues lead them to believe this? Such photos/pictures are valuable springboards for discussing the importance of nonverbal cues to communication. Pose questions such as: Why are nonverbal cues helpful in getting along better? What are some ways you can improve your reading of emotions? (e.g., learning to pay attention to both personal nonverbals and situational cues; asking appropriate questions to make sure you understand what is going on.)

SEE ADDITIONAL STRATEGIES that follow both objectives "Basic and Complex Emotions" (2.2 & 2.3). Resources at end of Section.

2.3.2 Matching situations that provoke complex emotions.

INSTRUCTIONAL STRATEGIES

* Take a poll of what sorts of things and situations that clients believe irritate others. Post results for co-workers and supervisors to see. Now ask clients to interview supervisors and other staff to see what sorts of things and situations irritate them (clients may use a tape recorder or rely on memory, or perhaps have a simple checklist of situations). Post results of both polls in some public place. Discuss with clients any differences. You could take a weekly poll of other emotions and the situations that provoke them (e.g., What things cause you to take pride in your work? What things make you feel happy? How can you help create situations to feel this emotion more often ?).

** As the teacher, demonstrate a complete charade of a situation and the accompanying emotions. Ask clients to tell what happened and which emotions happened when. How did they know these emotions? What were the things that gave the emotion away? You can expand this into a team game if the clients are verbal and dramatic, or you can take a step-by-step approach to creating models and experiences to build dramatic expression.

*** Role play some situations like the following. Ask clients what emotions are shown and what cues (e.g., personal nonverbals and situational cues) communicate them.

a) Jerry is shy and afraid. The boss yells at him and he asks to leave for a break. He thinks about not returning to work. You are a co-worker who wants to convince him to stay. First, dramatize the situation above, and then play out your own ending.
b) Susan comes into class and lays her head down and will not listen to the teacher. What do you think she is feeling? Act it out with one client being Susan, another the teacher, and a third a co-student.
c) Karl is proud that he has just received a pay raise for his work. How might he act to show this pride to others? Act this out with one client being Karl, and others being co-workers on break.

SEE ADDITIONAL STRATEGIES that follow both objectives "Basic and Complex Emotional Expression Identification" (2.2 & 2.3).
Resources at end of Section.

ADDITIONAL STRATEGIES for Responding to Basic and Complex Emotions (2.2 & 2.3)
(See also those for "Approval" - 2.4 and "Disapproval" - 2.5)

2.2 The client will identify expressions of basic emotions (e.g., happy, sad, afraid, angry) in others.
2.3 The client will identify expressions of complex emotions (e.g., guilt, embarrassment, surprise, irritation, interest, disinterest, discontent) in others.

* 1. Observe your boss or co-workers. You can learn from remembering how they look at you - with a smile or frown? How does he/she give you an order? In a rough voice or in a pleasant one?

* 2. Have clients close their eyes and see if they can identify the emotion you're trying to convey strictly through your touch (e.g., an angry squeeze, a gentle tossle, a pat on the back or shoulder). Clients could also identify the intended emotion through actions or by holding up a picture which illustrates the emotion (see those within this curriculum).

* 3. Have clients identify facial expressions that show someone is angry or sad (e.g., frowning, crying, or scowling may express sadness or sometimes anger).

** 4. Matching. Sample story script: Josie noticed her supervisor watching her whenever she stopped working. The supervisor seemed to always interrupt Josie and ask some minor question in a very abrupt and unsmiling way. Hold up the photo (or "point to the picture") that best shows what Josie might feel like. Hold up the picture that shows what the supervisor might feel like.

Questions to help lead response(s) and/or discussion:

a) What did you see that might have signaled how the supervisor felt about Josie? (About Josie's work?)
b) What did you hear that might have signaled how the supervisor felt about Josie? (About Josie's work?)

ADDITIONAL STRATEGIES for 2.2 & 2.3 continued.

Decision-making: Ask clients how they might handle this situation. You may wish to leave this open-ended, or to supply a list such as the following to read to clients for their choice.

What would be the best way to deal with a supervisor who often interrupts:

a) To keep working and not stop.
b) To tell my supervisor to "bug off."
c) To try to find out what the supervisor's problem was.
d) To get angry and walk off the job.

Many additional choices are obviously available. List some on the board as you and the clients generate them. What are some consequences of each of these ways of handling the situation?

** 5. Have the client express situations which could cause him/her:

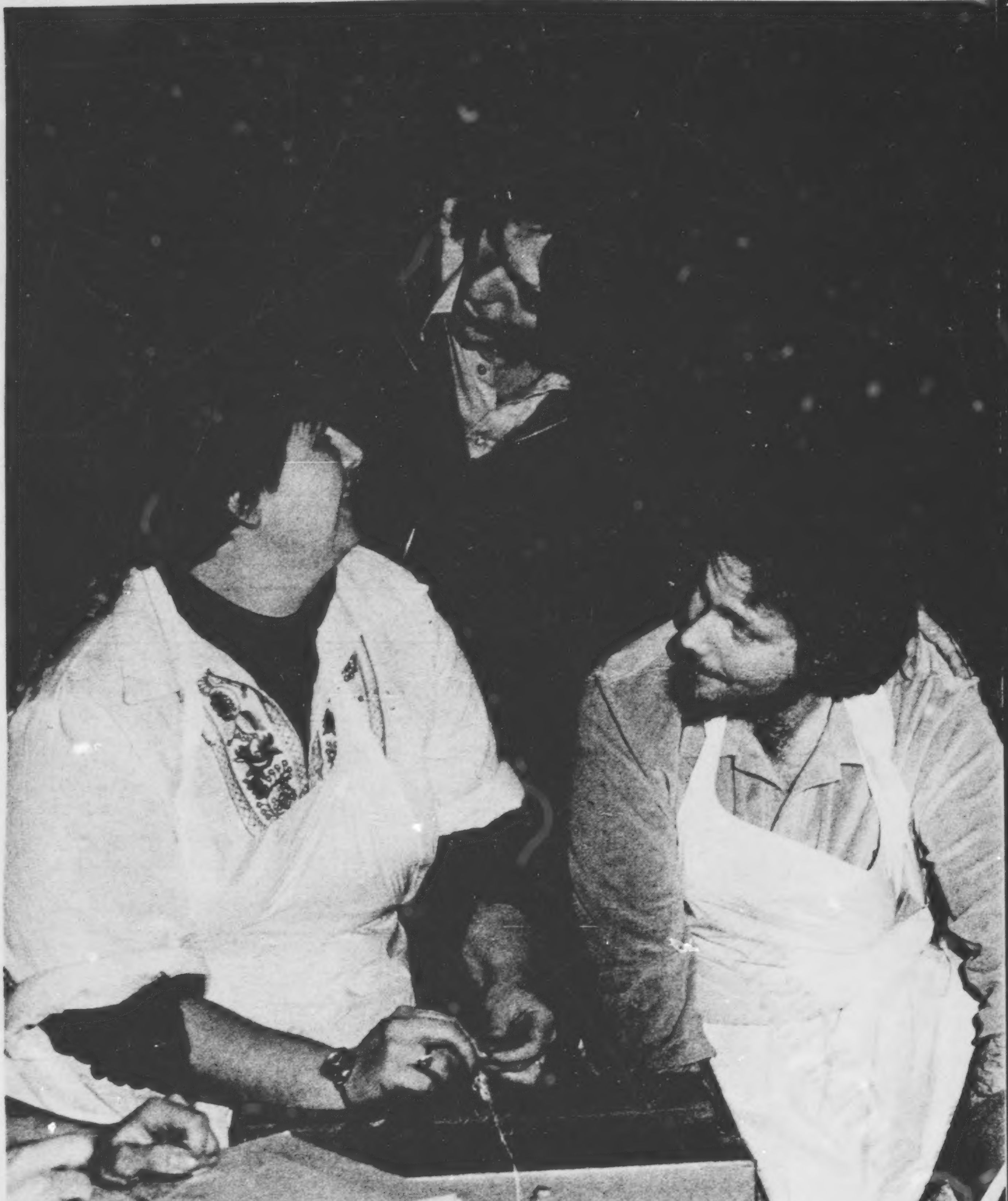
a) happiness; b) sadness; c) anger; d) fear

Ask clients to remember times when they have felt some of these emotions!

*** 6. Discuss what feelings are, how it feels to be sad, angry, happy, afraid, and how we tell what our feelings are. Discuss reasons for developing the ability to report feelings, why it's helpful to express feelings to others. Write key points on the board.

*** 7. You may need to start this Dramatic Game with short scripts, and with questions requiring short answers. Be a good listener, and lead the dialogue in the direction the client tends toward. This will help clients feel comfortable with actual role playing.
Ask clients to form teams and assign sample emotions to portray for others to guess. What follows is a sample script, with the emotion dramatized being "happy":

Instructor: "Did you know you're a model worker?"
Client: "Why?"
Instructor: "You're on time and here every day. You work hard and are neat and safe. Were you always this way?"
Client: "No, I learned to be a worker here."
Instructor: "How long ago?"
Client: "Over two months ago."
Instructor: "Well, you're going to get a pay raise. How about that?"
Client: "Boy, that's a nice surprise!"



I. COMMUNICATION
2. Respond to Nonverbals
2.4 Identify expressions of approval in others

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

2.4 The client will identify expressions of approval observed in others.

Yes	No

A. Upon request, the client can identify facial expressions that show approval (in person, pictures, or drawings - see graphics in this section).

B. The client can name two gestures that are commonly used to show approval (a smile, nodding of the head, pat on back).

Comments: Related Skills: "Identifying Disapproval" (2.5), "Expressing Basic and Complex Emotions" (1.1 & 1.2), and "Identifying Basic and Complex Emotions" (2.2 & 2.3).

INSTRUCTIONAL STRATEGIES

* Make up some situations or show photos/pictures of situations and ask different clients how each would express approval in the situation. Give a situation that might happen on the work floor, then show a picture indicating such a situation. Then ask clients how workers were feeling. "Is the supervisor angry?"

VARIATION: Go out to the work floor, or another public place such as a bowling alley, park or restaurant. Ask clients to look for one expression of approval. Ask what sorts of things told them it was approval and not some other attitude? Generate ways they may express approval (e.g., smile, pat on the back, nod of head, high signs, wink of the eye, calmness of manner . . .). Ask how these nonverbal expressions may vary from the work site to the home? Ask if some expressions are more appropriate in one place than another.

** Name: Bring in a television and instruct clients to look for examples of approval in the advertisements or shows. Some ads that are especially obvious are:

I. COMMUNICATION
2. Respond to Nonverbals
2.4 Identify expressions of approval in others

a) A-1 Steak Sauce
b) Ny-Quil Cold Medicine
c) Federal Express
d) "Ring-around-the-collar" (first disapproval of the woman followed by approval)

*** Bring photos and, if appropriate, ask clients to bring some of theirs as well. Look at photos for expressions of approval from family/friends. Easy to ramble, so try to focus in on task as well as enjoy it. See additional resources for two fine books for photo examples (Man Watching and Photo Analysis).

SEE ADDITIONAL STRATEGIES that follow both Approval (2.4) and Disapproval (2.5).
Resources at end of Section.

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I. COMMUNICATION
2. Respond to Nonverbals
2.5 Identify expressions of disapproval in others

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

2.5 The client will identify expressions of disapproval observed in others.

Yes	No

A. Upon request, the client can identify facial expressions that show disapproval (in person, pictures, or drawings - see graphics in this section).

B. The client can name two gestures that are commonly used to show disapproval (a frown, shaking of the head).

Comments: Related Skills: "Identifying Approval" (2.4), "Expressing Basic and Complex Emotions" (1.1 & 1.2), and "Identifying Basic and Complex Emotions" (2.2 & 2.3).

INSTRUCTIONAL STRATEGIES

* Name: Disapproval may be shown with many types of nonverbals besides facial expressions and gestures. Voice cues are particularly expressive. Make a tape recording of the same script with two different expressions. The story script should be neutral in and of itself, like the following:

Boss:	I wasn't sure when I hired you just what would happen (read good humoredly or with a negative expectancy).
Worker:	I do my best (humble acknowledgement of humorous praise or defensive anger).
Boss:	I'll say you do (encouraging or sarcastic).
Worker:	Nothing holds me back (straightforward description of perseverance or defensive overcompensation).
Boss:	You can say that again (proud compliment or sarcastic criticism).

Ask clients to listen to tape and guess attitudes of roles played (e.g., angry boss). (See also "Voice Intonation" - 2.1).

** It's only in the fuller context of something like a real simulation or a video tape that all the cues come together. Show how the full range of nonverbals is what makes the message. Examples of particular cues are: eye contact, physical distance between persons, tone of voice, rate of speech, loudness, pitch and diction, touching, gestures, postures, skin (blushing, pale, sweating . . .), eye shape (squinting, opened wide . . .), clothing, facial expressions, and signs of nervousness or restlessness (e.g., finger tapping, nail biting, fidgety feet, knuckle cracking, fidgeting with hair, button or clothing). Some situations that might trigger video taping or staging are:

a) Mr Isley, the boss, tells you and two others to staple papers. There is one stapler.
b) Jerry Blake, a co-worker, arrives late and spends his first minutes in the men's room fixing his hair every day.
c) Susan Matthews eats food on the assembly line. She leaves her wrappers and crumbs around. The items she's working on have greasy fingerprints on them.

Other situations on page 36 are equally appropriate here.

*** Name familiar work-related persons and ask clients how each expresses disapproval. Then go to work floor to see if clients were accurate. May wish to role play a client's actual experience with disapproval.

SEE ADDITIONAL STRATEGIES that follow for last two objectives "Approval and Disapproval" (2.4 & 2.5). Resources at end of Section.

ADDITIONAL STRATEGIES for Identifying Expressions of Approval in Others (2.4), and Identifying Expressions of Disapproval in others (2.5). See also Identifying Expressions of Basic Emotion in Others (2.2), and Identifying Expressions of Complex Emotion in Others (2.3).

* 1. Ask client to observe people in a store or museum. Can you tell what items, exhibits or art pieces they do/don't like? What helps you decide this? Report back to class.

* 2. In the grocery store, observe people's reaction to crying or squabbling children. What sorts of disapproval cues do you see? In contrast, observe people's reaction to a smiling, laughing child. What sorts of approval cues do you recall seeing?

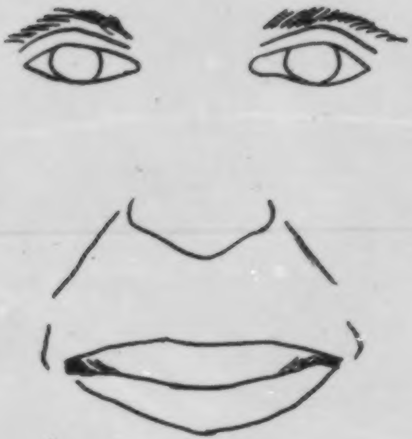
** 3. Observe two people having a conversation. What clues tell you they're disagreeing or not getting along? (e.g., head nodding "no", spatial distance, looking away (eye contact), closed body gestures (folded arms, defending). Emphasize that no one of these nonverbals can be read alone, as it could mean something else (e.g., hands folded in: relaxation, boredom . . .). It's the combination that must be stressed. Do the same exercise for signs of aggrement/approval.

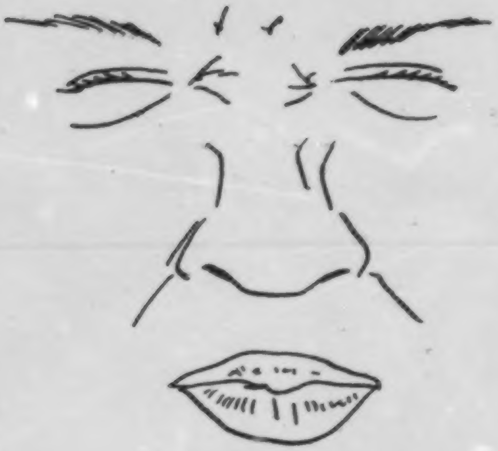
** 4. Make a cube with three horizontal strips to it: one for eyebrows, one for eyes and a third for the mouth. Change expressions indicating which combinations clients feel express approval or disapproval. See attached illustration for simple line drawing of various facial features you can work with. This is an adaptation of the cubed puzzles that construct a complete picture in three or four strip pieces (e.g., like the age-old "Changeable Charlie's Aunt!").

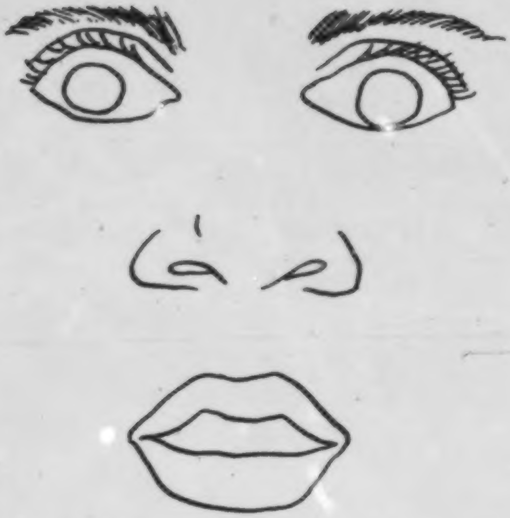
*** 5. Role play situations that invite approval/disapproval. See Identifying basic emotions to situation (2.2.2 ***a,c, d,p.31), and Identifying complex emotions (2.3.2 ***a-c, p.36). Discuss what cues are given for approval/disapproval in the role playing.

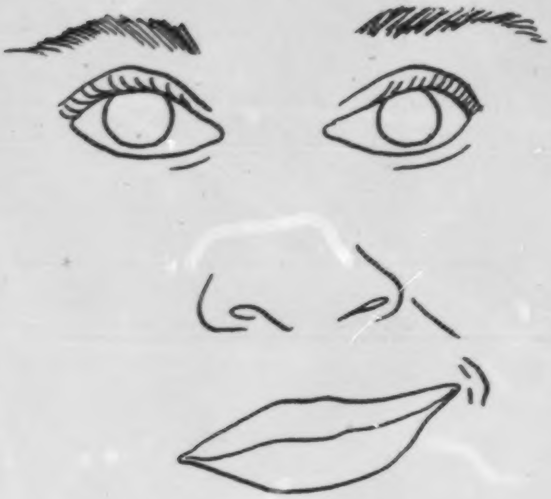
*** 6. Ask clients to discuss how particular people they know show approval/disapproval in different settings. Then demonstrate these ways. Examples:

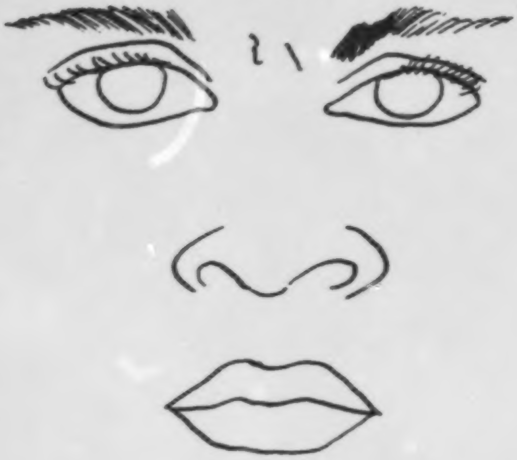
a) Joe puts hand on shoulder.
b) Mother hugs.
c) Audiences boo or clap.

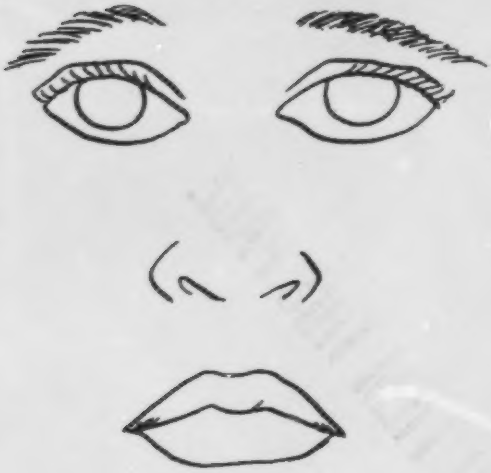












I. COMMUNICATION
2. Respond to Nonverbals
2.6 Nonverbal Directions

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

2.6 The client will demonstrate through actions a comprehension of nonverbal directions.

Pre		Post	

2.6.1 Upon request, the client can respond correctly to the following nonverbal directions - (see Nonverbal Survival Cards in this section - graphics assist):

Yes	No

A. Using index finger, gesture for client to come to you.

B. Point to client, then point to an object across the room (client proceeds to object).

C. Client approaches an object; point at the object, then point to yourself (client brings object to instructor).

D. As client approaches, put up a hand to signal client to stop; once he has stopped, signal him to continue his movement toward you.

Comments:

INSTRUCTIONAL STRATEGIES

* The supervisor or teacher will demonstrate the following actions conveying directions: pointing, snapping of fingers, placement of hand(s) on hip, nod of head, and signs indicating the speed expected (e.g., hurry, now!, wait).

Client must identify the gestures by actually doing what they believe is being requested. Can the clients describe through gestures what they must do (or actually do in the work setting)?

** Have client imitate teacher e.g., Laundry is on table. Teacher folds an item. Client folds an item the same way. Client completes task on his own.

*** Demonstrate a procedure client must follow to complete a task. Example:

Task: Assembling a small toy car. Client must first recognize the order of the steps presented in visible manner. Client will physically move from first step to completion of task. The complexity of the task can vary according to the skills of the client.

SEE ADDITIONAL STRATEGIES that follow entire objective 2.6.
Resources at end of Section.

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

2.6.2 A comprehension of directions given nonverbally with facial and body cues.

Yes	No

A. In personally modeling three nonverbal directions with facial and body cues, the client can correctly respond to the direction by doing it three out of four times (examples may be similar to those suggested below).

B. In presenting a picture of a nonverbal direction, the client can relate or respond to three of the four direction pictures shown. Examples are:

1. Boss pointing (goal 1, p.9)
2. Boss on phone holding off worker from interrupting (2.7, p.60)
3. Boss pointing to other man to put down a box (goal 2, p.32).
4. Boss asking other to wait a minute while he's with other worker (3.3,p.77)
5. Boss interceding in fight, asking it to stop (5.2, p.134).
6. Boss directing workers to quit fooling around and get back to work (goal 2, p.22).
7. Worker arriving late with line backed up and workers urging worker to hurry up (two sequence 5.2,pp.128-129)
8. Boss asking worker to pick up broom (section 6, p.164).
9. Boss directing woman to separate widgets (three picture sequence - 7.4, pp. 193-195).
10. Eight illustrations to direct to: (pp. 54 -54a).
    a) Sit down
    b) Place something - down, over there, up there
    c) Do it now
    d) Hurry
    e) Back up
    f) Stop
    g) Be quiet

2.6.2 A comprehension of directions given nonverbally with facial and body cues.

INSTRUCTIONAL STRATEGIES

* Using graphic(s) on next page, ask client what they feel is being communicated in each of the illustrations. These cards are the basic survival vocabulary for nonverbal directions. Can you design others?

Variation: Copy these three times, mount on cardstock and cut to playing cards. Play a game like "Fish" making matches of nonverbals only, or combinations of nonverbals to verbals.

** Concentration: Using graphics on next page, construct a card game equivalent to concentration. Cut the word and picture apart, shuffle and place face down on table. Turn two cards up at random to start the game. Then, unless they match (word to picture illustrating word/nonverbal), place them back face down trying to remember what they were and where they were. As the game progresses with other players turning up two cards, you try to make matches and take "tricks" (matches). The one with the most "tricks" wins the game (and hopefully learns some direction-giving nonverbals.

Variation: Take pictures of you and/or clients in direction-giving postures/facials. Mount to same-sized cards, adding cards with verbal word equivalent, and play as above.

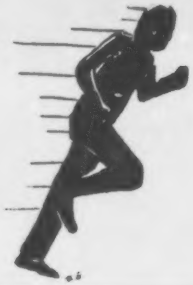
*** Client will show ability to identify facial and body cues by actually doing what's requested nonverbally. Some nonverbals teacher could attempt to communicate might be:

a) The immediacy of doing some task: "Now!", or "Wait a minute . . .".
b) Concern or concentration to the importance of a task (e.g., knitted brow, tightened, deliberate movements).
c) "Come here and hurry it up!"

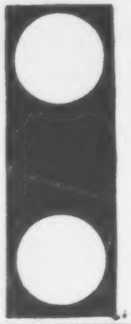
Employ practive to avoid confusion.

Generalize - - - through asking other site personnel to do this as well (e.g., social worker, supervisor, group home contact). An ability to do this over sites and persons is good generalization practice, but sometimes out of your control. Do practice over time however, as this is under your control.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.



HURRY



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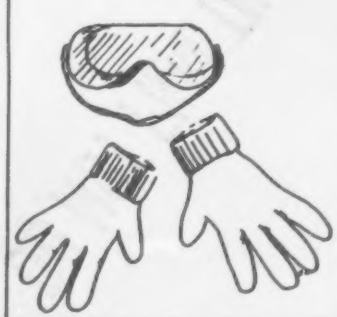

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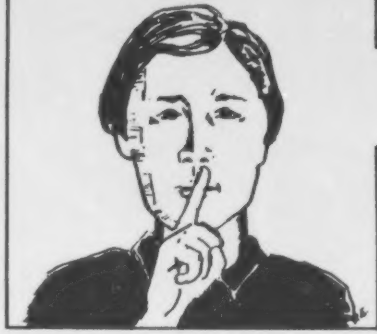

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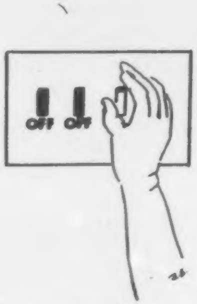

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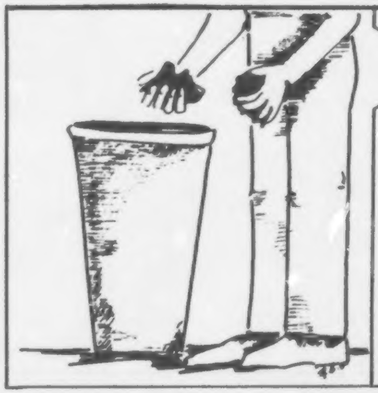

CLEAN UP

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

2.6.3 A comprehension of directions with multiple steps (maximum of four steps).

Yes	No

A. Presented with three nonverbal directions with two steps, the client can correctly follow these directions three of four times.

B. Repeat above but with three steps.

C. Repeat above but with four steps.

Examples:

Come here.
Pick up box.
Put it there.

Stop.
Stack these boxes.
Put them up here.

Quiet (finger to lips).
Sit down here (pointing).
Listen a minute (finger in air).
Ask, "What sounds did you hear?"

Comments:

INSTRUCTIONAL STRATEGIES

* Build up directions one by one. Begin with a simple task, using only nonverbals (e.g., Point to a box and gesture to put it on top of table; Do above, and add the direction to put a certain item in the box; Do above, and add the direction of closing the box; Do above, and add the direction of stacking two closed boxes on top of one another on table). Example might be the sorting of flash cards in boxes and putting boxes away.

** Model - Ask client to copy your hand gestures and face and body movements. Then ask what instructions they believe have just been given. See nonverbal survival cards for some examples (earlier pages). Increase these in difficulty bit by bit.

*** Charades - Beginning with one nonverbal instruction, demonstrate examples. Practice these common directions until they are familiar. Give multiple directions once each is mastered.

a) Point to a place, while leaning head and/or body towards same direction.
b) Hold finger up indicating to wait a minute, while giving other sign to another to "Hurry it up!" How do we tell which direction is being given to each?
c) Beckon with hand to bring something to you, while tapping other fingers to indicate you are impatient.

Multiple direction: Bring it here, hurry up and put it down right there (nonverbals might be the beckoning sign hurriedly, with pointing to specific place the item is to be left).

Ask clients if they can now act out a sequence. Examples:

a) You're boss watching worker dropping things on floor, then scold worker; instructs nonverbally to pick stuff up.
b) You'rea worker trying to sneak in late and punch in at time clock; direct nonverbally to "Hurry it up!".

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

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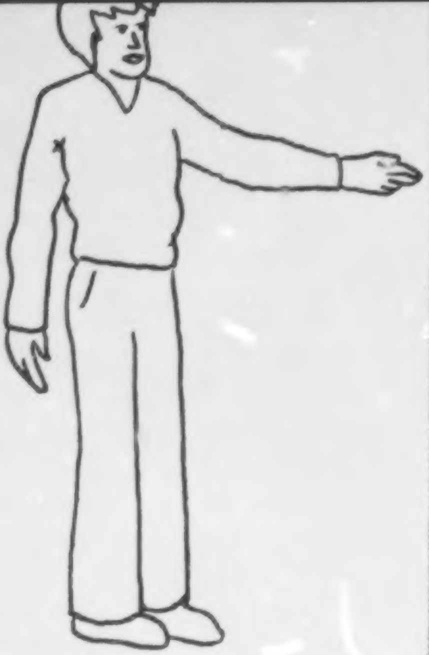
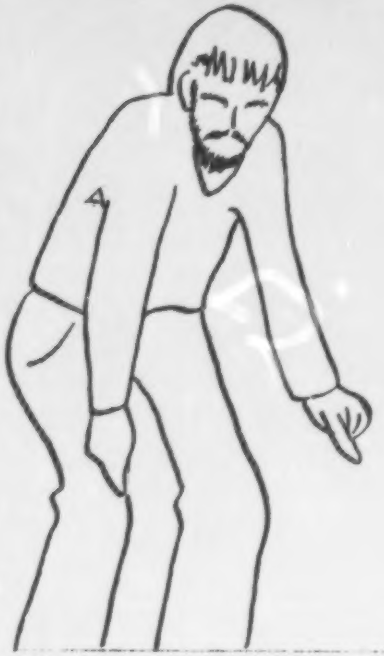
ADDITIONAL STRATEGIES for Nonverbal Directions (2.6).

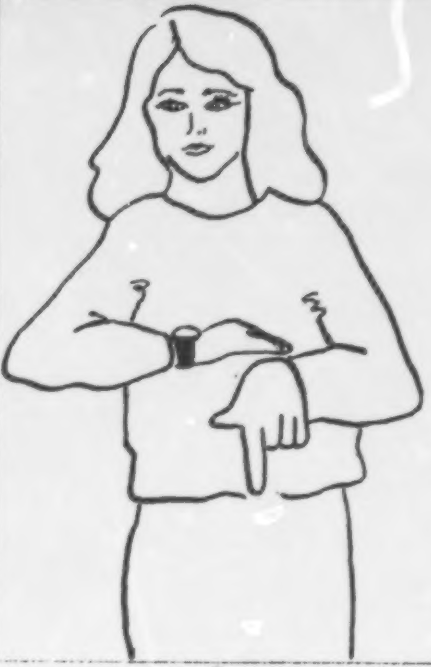
* 1. Cueing-in. This is a nonverbal variation of "Simon Says". Ask clients to watch for your holding your index (pointing) finger up before doing what you do. After you draw attention through your holding up index finger, do another gesture (e.g., fold arms, gesture to hurry up, pull ear lobe, finger to lips for quiet . . .). If client gestures without your cueing-in signal first, they're disqualified from game.

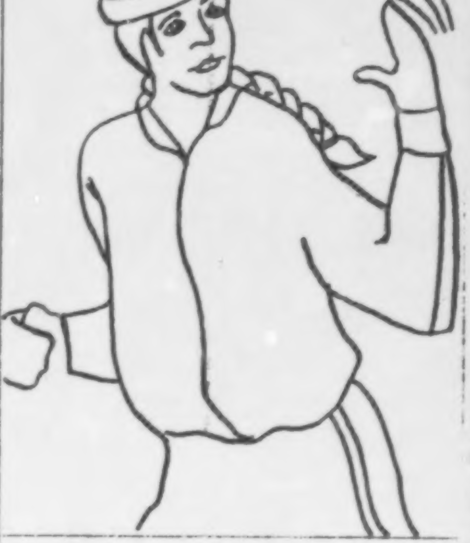
** 2. Choose directions that can be expressed with words and through nonverbals. Illustrate each way separately, then both word and nonverbal together. Have each client practice communicating suggested ones of these, and see if others can guess correctly with just nonverbal. Award most points to those guessing correctly the fastest.

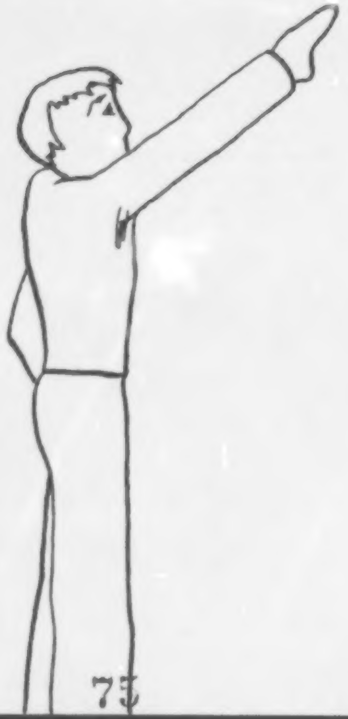
*** 3. Discuss when you can tell what you're to do without anyone saying anything. May also wish to see "Initiating and Ending tasks" (2.9) for related strategies.

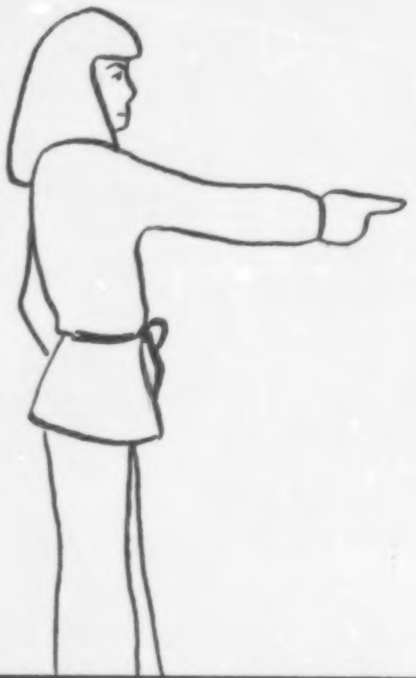


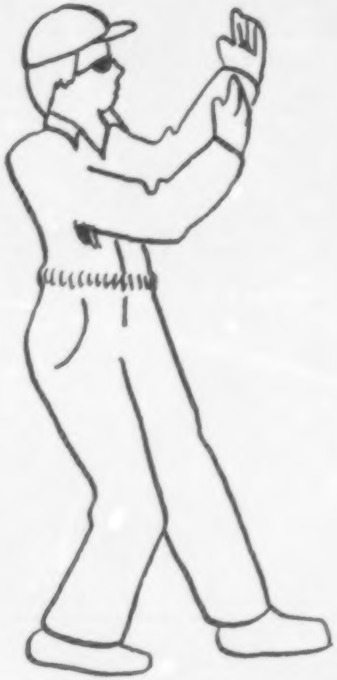


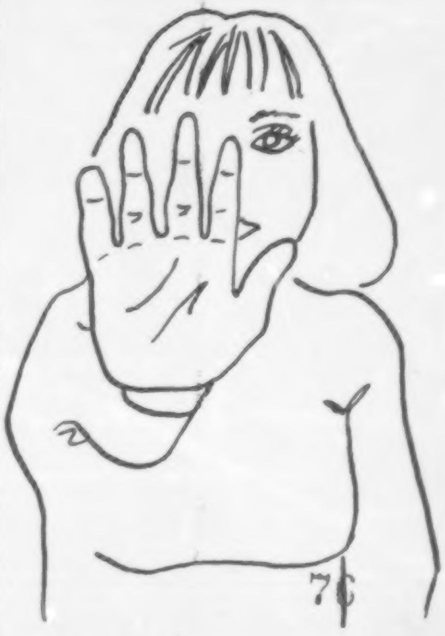












HURRY

NOW

STOP

BACK UP

DOWN THERE

SIT DOWN

OVER THERE

UP THERE

I. COMMUNICATION
2. Respond to Nonverbals
2.7 Nonverbals for conversation starts

Date Completed

Pre		Post	

ASSESSMENT CRITERIA

2.7 The client will demonstrate through action(s) a comprehension of nonverbal cues necessary for initiating conversation.

Yes	No	
		A. The client can respond correctly to the following question: "When would be the right time to approach your boss? 1) When he is in a meeting? 2) When he is talking to someone else? 3) When he is available on the work floor?"
		B. The client can respond correctly to the following question: "When would be the right time to talk to your friend? 1) When you are both working? 2) When your friend is talking to his supervisor? 3) When you are both eating lunch?"
		C. Showing the photo insert in this section of a boss on the phone, the client can respond correctly to the question: "Should this worker begin a conversation?"
		D. The client can respond correctly to the following question: "When would you discuss your girlfriend/boyfriend problems? 1) When you are first introduced to your boss. 2) When you are at lunch with your friends. 3) When you and your co-workers are working.
		E. The client can respond correctly to the following statement: "Name two people with whom you could discuss your work problems."

Comments: Related Skills: Expression - initiating a conversation - 3.3).

2.7.1 Identifying differences of approach for formal vs. informal.

INSTRUCTIONAL STRATEGIES

* By role playing, the teacher will demonstrate situations which invite/forbid the initiation of conversation. Clients must be able to tell whether they should initiate conversation or not.

a) Supervisor sitting at desk on phone (may also show photo of this in this section).
b) Supervisor with books, papers, occupied with work.
c) Supervisor meeting with other people.

    1. Informal social gathering.
    2. Formal meeting.

d) Meeting the supervisor in the hall as client leisurely walks along.

After talking about the advisability of initiating a conversation, talk about how one might approach each situation.

** Ask clients to demonstrate or role play differences of approach to the following sample situations/people.

Situation: You're at work and want to tell supervisor you are almost out of a certain supply.

Settings to approach:
a) Supervisor with others talking of their jobs.
b) Supervisor walking around the work area.
c) Supervisor walking out after work.

Situation: You're at work and want to tell co-workers that you just became an aunt or uncle.

Settings to approach:
a) Peers together before work.
b) Peers in a closed, quiet discussion.
c) Peers working intently.

Have inappropriate approaches and situations demonstrated (e.g., supervisor in a formal meeting and worker interrupts - see photos in this section).

*** Client and teacher act out the beginning of this script, and then ask client from class to finish it out with their initiating a conversation with the twosome.

Situation: Two peers are having lunch and there is an empty chair; client sits down; there is a pause in the ongoing conversation.

Situation: Peer and supervisor are demonstrating a task. Client approaches to ask a question.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

2.7.2 Identifying differences of topics discussed for formal vs. informal.

INSTRUCTIONAL STRATEGIES

* Learning to match persons and topics is a difficult task. Usually we pick impersonal topics with people we've just met or don't know well, and more personal topics with friends. Impersonal topics include: news, sports, weather, holidays, work. Personal topics include: feelings, moods, personal concerns (sex, ideas on child-raising, political or religious views).

Demonstrate to clients how you would approach the following situations:

a) The boss is discussing a football game with other supervisors.
b) A new worker is sitting alone at break.
c) Some co-workers are sitting around their work station waiting the start of work.

** Illustrate differences in conversations in situations that might commonly occur at the work place (see photos/illustrations in this section). Ask what topics and approaches would be suitable in the following settings:

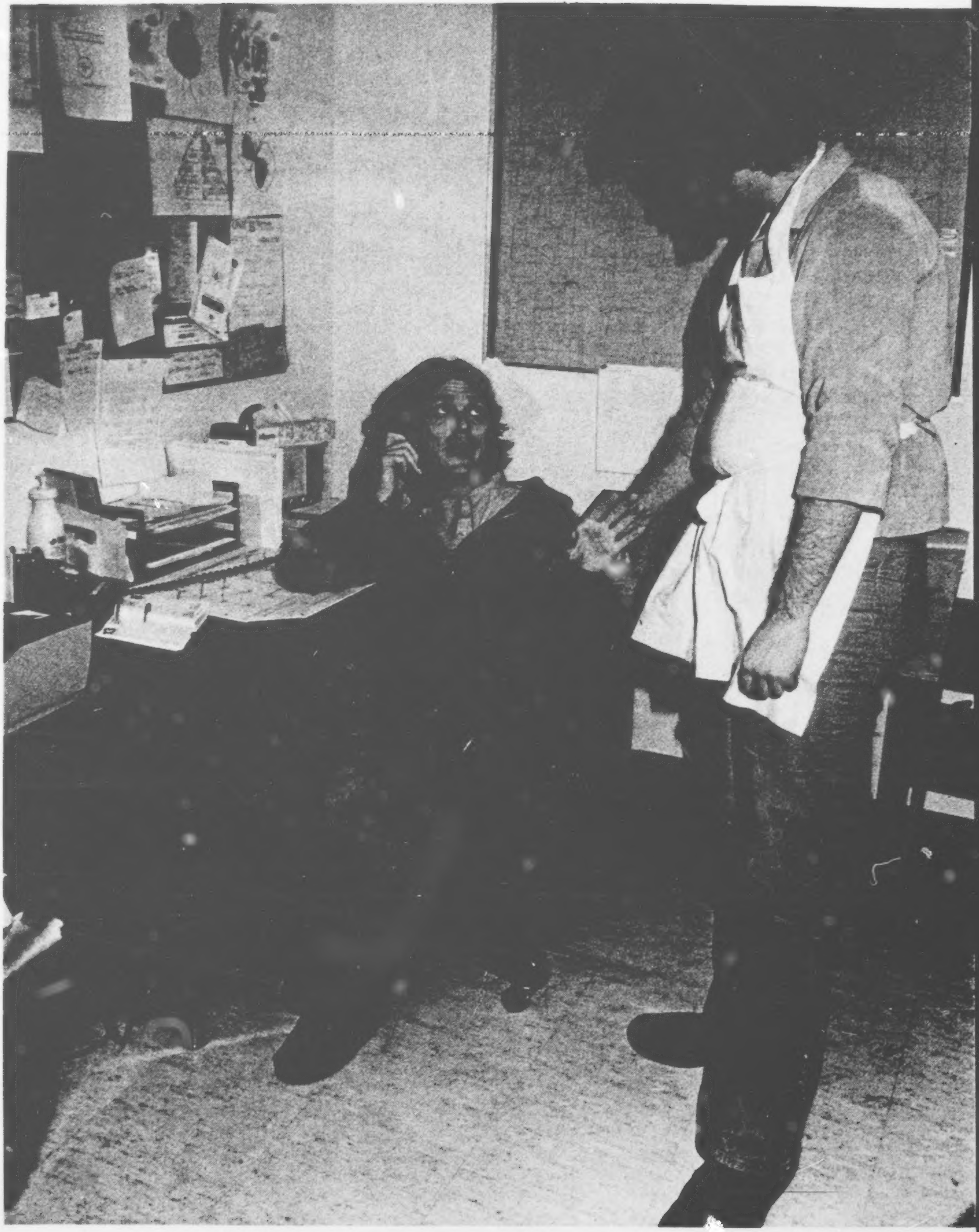
a) on the assembly line.
b) in the break room.
c) walking home from work with one co-worker.
d) at a staff meeting.

*** Discuss with the group why initiating a conversation/discussion can be awkward. Topic selection involves picking safe subjects and comfortable ones for all involved in the interaction. Pose such questions as: Is it easy to talk about themselves? Is it harder with some people than with others? Why is this? (Time helps insure our trusting wisely, and this brings an ability to share the more personal topics). Practice some typical openers and when they're appropriate. Categorize if each is formal or informal in nature. Examples:

a) "Hello, Mr. Jones. How are you today?"
b) "Hi **Larry**. What are you doing?"
c) "Hi. How's it going?"
d) "Where are you going?"
e) "How do you like this weather?"

Make a game of this by using a timer. Ask clients to initiate a conversation on a safe topic across the room. Converse until the timer goes off. Mention how initiating a conversation over the phone differs from one in person (see "Using the Telephone" - 3.4.2)pp.85-89).

SEE ADDITIONAL STRATEGIES that follow both Initiating (2.7) and Ending (2.8) Conversations.
Resources at end of Section.



I. COMMUNICATION
2. Respond to Nonverbals
2.8 Nonverbals for conversation endings

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

Yes	No

2.8 The client will identify nonverbal cues for ending conversation.

A. The client can respond correctly to the following question: "When you are talking to someone, what does it mean if that person starts fidgeting and looking around?"

B. The client can respond correctly to the following question: "When you are talking to someone, what does it mean if that person starts backing away from you?"

C. Shown the photo insert in this section of a worker trying to leave, the client can respond correctly to the statement: "What's this man trying to tell the other worker?"

Comments: Related Skills: "Identifying Basic and Complex Emotions" (2.2 & 2.3), as well as "Identifying Expressions of Approval/Disapproval in others" (2.4 & 2.5) and "Ending Conversation - expression" (3.6).

INSTRUCTIONAL STRATEGIES

* Excuse yourself in front of group while talking to a single client in class. Then return, and point out what you did to excuse yourself. Using a timer, have clients practice excusing themselves from a conversation in only one minute.

** Talk about how long conversations on certain topics usually last. Examples:

a) A greeting: How are you? (used in passing or in meeting someone for the first time in a day) - typically lasts a few seconds.
b) Impersonal topics to pass time (e.g., "What do you think of this weather?", or "How about that team of ours?") - typically lasts a few minutes.

c) Impersonal topics with more content for longer discussion (e.g., "What do you think of the new road they're putting in?").
d) Impersonal, but of a time-consuming nature (e.g., "How is that new machine working?").
e) Personal - short time (e.g., "I've just got to get some new shoes.").
f) Personal - longer time (e.g., "I just feel like I'm not doing as well as I'd like on the assembling.").

Think of situations which fit these different categories of time commitment, and examine why some things need lots of time and others don't (e.g., Talk a 15 minute period about the weather vs. talking 15 minutes about yourself). Which topic are people usually ready to end soonest?

*** Role play inappropriate endings, perhaps one that client can recall.

a) Two peers are in a work setting (assembly line) and talking; one continues to ramble on while the other one becomes bored with the conversation (e.g., avoids eye contact, taps, yawns . . .).
b) Show normal situation where supervisor is showing how to do a task. Client asks questions, talks . . .
c) Two situations where events are the same. In one situation, the clients recognize appropriate cues and in the second they do not.
d) Have an inappropriate ending as in above (c) but have supervisor/teacher switch roles with the client/worker.

Have group discuss these.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Identifying Others' Nonverbals for Initiating or Ending a Conversation (2.7 & 2.8).

* 1. Some situations for practicing initiating conversation(s) are:

a) Call some organization, like the library, to ask a question about their services (see Telephone use - 3.4.2 p. 85-86).
b) Talk with a co-worker about the day's work.
c) Call someone you haven't seen for a while and talk for several minutes.

Report back on conversations.

* 2. Demonstrate rudeness. Begin a conversation in the middle of two clients talking to each other. After a couple of minutes, ask clients how they felt when you interrupted. Begin a conversation and end it abruptly. Walk away, and then return to ask clients how that felt. See if you can create a feeling of what doesn't feel quite right, and then ask why they felt the way they did. /

** 3. Some situations to practice initiating conversation(s) and topic choice are:

a) Talk with a co-worker about the day's work.
b) Inquire of someone for assistance on your job.
c) Compliment someone on their ________________. (Remember to pick things like clothes, jewelry and not personal physical features in this setting).

When might it be appropriate to compliment more personal features?

** 4. Some things that show another person is wishing to end a conversation (e.g., yawning, looking at watch are personal ways). What are some situational ones? Examples:

a) The Informational Wrap-up:

Demonstrate: Teacher: We've shown you an application, made one out and done a sample personal approach to the personnel office. Any questions? (No replys, teacher gives hands an opening gesture towards class and nods with a flip of the head).

b) Talking of the future (e.g., "Should we get together next week then?").

ADDITIONAL STRATEGIES for 2.7 & 2.8 continued.

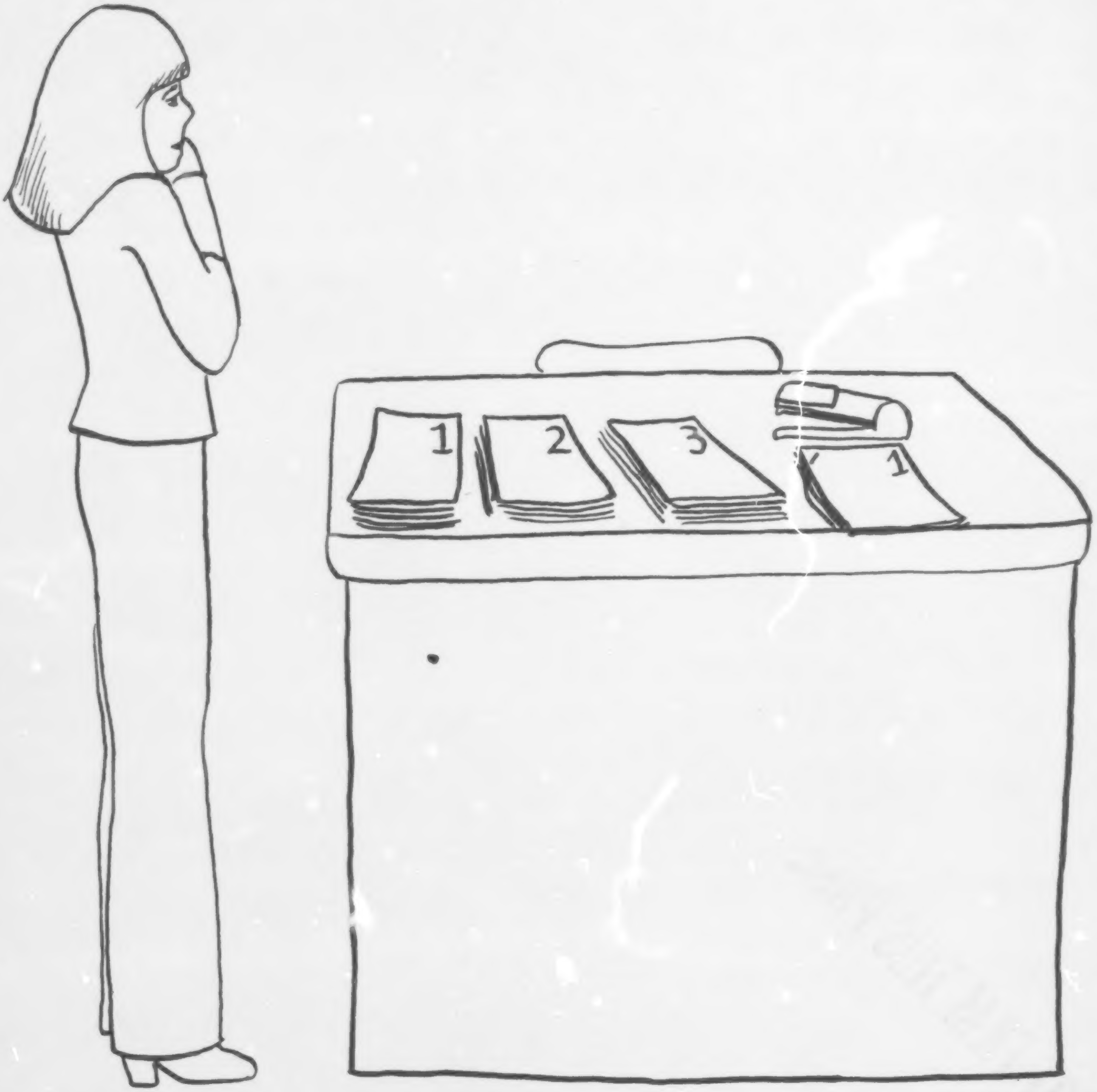
*** 5. Discuss with the group why initiating a discussion can be awkward. To certain people, topic selection with people we've just met is an important part of this awkwardness. Ask clients to list topics to talk about with people they've just met (safe subjects that are impersonal such as weather, sports, news or events in our lives).

Pose such questions as: "Is it easy to talk about themselves?", "Is it harder with some people than with others" Why is this?".

Time ensures our trusting wisely and this brings an ability to share personal topics, such as feelings.

*** 6. Discuss why conversing is important (e.g., helps make friends, it can be enjoyable and informative). Practice some typical openers and when they're appropriate (e.g., "Hi Larry, what are you doing?", "Hello Mr. Jones, how are you today?", "Hi, how's it going?", "Where are you going?", "How do you like this summer?"). Now ask clients to initiate a conversation with someone across the room. Set a time, all converse until the timer goes off. Some openers:

Question: "Did you see the movie on T.V. last night?"
Sincere Compliment: "That's a really nice dress you're wearing. I love the colors."
Assistance: a) "You make the best cookies. What's your recipe?"
b) Observing a co-worker's work - "I've tried to do that job. How did you learn to do it so easily?"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2
3
1

I. COMMUNICATION
2. Respond to Nonverbals
2.9 Identifying cues for initiating or ending tasks

Date Completed

Pre	Post

ASSESSMENT CRITERIA

2.9 The client will identify nonverbal cues for initiating and ending tasks.

Yes	No

A. Upon being presented simulated situations for beginning work, the client is able to proceed on task correctly two of three times.

B. On being presented simulated situations for ending work, the client is able to end task correctly two of three times.

C. On being presented graphics that portray situations for beginning a task, the client can correctly state the desired action. Examples:

a) Worker looking at stacks of papers on desk with stapler (in this section).
b) A back-up of an assembly line because a worker is late (two sequence photo - 5.2).
c) Workers tying boxes. Ask clients what they would be expected to do if they joined this work group. (Graphics in this section)

Comments:

INSTRUCTIONAL STRATEGIES

- Set up task situations in which clients must decide what to do. Begin with very short tasks such as:

  a) A stack of unsharpened pencils and a pencil sharpener.
  b) A thermos and a carton of milk. A sandwich and a baggie.
  c) A hammer, nail, and a circled area on a board.

Reward anything close to the desired behavior and demand gradually finer and finer approximations to desired behavior.

** Set up the following situations or present the situational photo with the following verbal description. Ask clients to select photo/illustration that fits your description. Then ask what they'd do in that situation.

a) Everyone is busily running around so there's no one to ask what to do. John goes to work site and sees stacks of boxes, scissors and string. Others on either side are closing and taping boxes. (Client begins doing same - see photo in this section).
b) There's three stacks of paper on a desk and a fourth stack that has all three pages stapled together. Worker enters and begins taking one from each of the three stacks and staples them together (see illustration following).
c) Client enters work site late and everyone is doing something different from the usual. They all have garbage bags and are collecting trash around the shop and outside (client joins in).

*** Describe these situations to clients and ask what they would do:

a) The work is left in a mess.
b) Work tools are in place, lights are on, supervisor is standing by.
c) Conveyer belt is backing up at your work station. You enter late for work (e.g., response - client says, "Better hustle and begin.").
d) You are out of tools needed on your job.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Nonverbal Cues for Initiating or Ending Tasks (2.9).

* 1. Match: make a video tape (or use 35 mm slides) or a tape recording of common sights, sounds associated with starting or ending a task. See if clients can identify.

Varied sounds - the starting up/shutting off of a car; switching on/off an electric typewriter; punching a time clock, buzzer or bell signaling getting up or class/work ending or starting.

Action cues - people leaving, people cleaning.

Conversational cues - "Better get started," "Guess I'll call it a day," "Have a nice evening," "See you tomorrow."

* 2. The following strategies are important to situations in which a task is not completed but must be terminated because of another priority.

Demonstrate for clients various situations.

a) Put down an item after working on it. Look at watch. Wash hands. Pick up lunch bucket and coat. Freeze. Ask clients what'll happen next.
b) Role playing the boss, rush up with a stack of paper to worker/client. Push other stuff aside and stack your paper in front of client. Freeze. Ask clients what's being said.

** 3. Try to set up a simulation with a supervisor giving instructions. Go out to another class or the work floor and observe supervisors giving work instructions. How do they tell the workers when their directions are completed and work's to begin?

Variation: Try taking a tour of some factory or local business which has a tour guide. Each of the stops on the tour is like a separate task needing startings and endings. How does tour guide know when to begin (e.g., group's attention, quiet, assembled . . .)?

** 4. Model and observe. Instruct clients to observe others receiving instruction or direction. What are the signs that the directions are over and person should begin actual work? Model this with a client who is genuinely receiving some instruction. What do other clients see

ADDITIONAL STRATEGIES for 2.9 continued.

as the tell-tale signs that your instructions are completed and task should begin? Have pairs of clients instruct each other, while others watch. Can they recognize the cues (e.g., tone of voice, stepping back, waiting for nod, or further questions if unready . . .)?

Some simple instructions for other clients to watch are such things as:

a) Explain to partner how to hammer a nail.
b) Direct another where to hang coat.
c) Instruct how to seal a box.
d) Direct how to play a simple game.

*** 5. Set up story lines indicating work should begin for role playing or demonstration(s):

a) Mr. Mayer is on the phone to his wife. The boss, Mr. Lovelace, hurries in with work and waits by Mr. Mayer while frantically tapping his fingers.
b) The supervisor explains a task to all workers, then asks for questions and when there are none, steps back and nods to workers.
c) Larry Stacey has been goofing off. A lengthy list from boss is left on his desk inquiring if these things have been done. The length of the list perhaps tells the worker to __________ (get going)?

*** 6. Role play situations for initiating or ending a task, or ask clients to guess "What's ready to happen?" by interpreting nonverbals:

a) A union boss asks if anyone wants coffee. Everyone has all they desire. He sits waiting, pencil in hand (clears throat).
b) You're a new worker; a co-worker assists you. The co-worker demonstrates work for you and steps back. "All set," he says. He nods and walks off.
c) The last toy car just passed you for the day. The whistle blows.
d) Instructor gives directions for a test/assignment. Then he stands back with arm extended and palm open towards class.
e) You just completed a lengthy job. The sweeping up is starting.
f) Joe comes and stands by you waiting for your item to be added to the box he is holding. It's heavy and Joe doesn't put it down.

I. COMMUNICATION

3. THE CLIENT WILL EXPRESS SELF VERBALLY IN AN APPROPRIATE MANNER.

The Client will:

3.1 demonstrate proper voice qualities when verbally expressing self.

3.2 verbalize pertinent information about self.

3.3 initiate conversation in an appropriate manner.

3.4 converse with people in an appropriate manner.

3.5 end a conversation in an appropriate manner.

I. COMMUNICATION
3. Verbal Expression
3.1 Uses voice effectively

3. THE CLIENT WILL EXPRESS SELF VERBALLY IN AN APPROPRIATE MANNER.

Date Completed

Pre		Post	

ASSESSMENT CRITERIA

3.1 The client will demonstrate proper voice qualities when verbally expressing self.

Instructor needs to observe client in a variety of situations for assessment.

Yes	No

A. The client usually uses the correct degree of loudness when talking to others.

B. The client usually speaks with a non-irritating pitch.

C. The client usually speaks at a rate of speed that is easily understood.

Comments: Related Skills "Voice Intonation" (2.1), and "Applying Conversational Skills" (3.4).

INSTRUCTIONAL STRATEGIES

* Make a tape recording of several different phrases. The client should say each phrase in several different manners using tone and volume changes to imply different meanings. Example:

1. "Bruce?" (question)
   "Bruce!" (angrily)
   "Bruce . . ." (a summons)

2. "All right!" (praise)
   "All right?" (question)
   "All right!" (reprimand)
   "All right." (statement of understanding)

Play each group of phrases through once, then replay each phrase in the group separately. Ask the clients to identify the mood implied in each phrase (e.g., anger, praise . . .).

** Model different manners of getting someone's attention. Some will have appropriate degrees of loudness/pitch while others will be less appropriate. Ask clients if each model is appropriate, or if they might demonstrate a better way. Situations for modeling might be:

a) You need to talk with your boss right away; he's with a group of people.
b) Something sad happened; you need to talk with another co-worker who'll also be saddened by what you have to say.
c) You're in an elevator and see a co-worker with whom you need to talk.
d) You need to get the attention of a friend who is across the large factory room so that the two of you can talk.

The client should learn to modify manner according to closeness of audience. Practice loudness/pitch in various settings (e.g., at a restaurant, in a bathroom, on the assembly line, on the street walking, in a library . . .).

*** Discuss volume and tone of voice. Teacher demonstrates different volumes of speech:

a) "Do your work" loudly. How does the client feel?
b) "Do your work" softly. How does the client feel?
c) "Do your work" in a firm tone but softly. How does the client feel?
d) "Do your work" in loud volume but soft tone. How does the client feel?

Continue saying things an employer would say varying volume and tone. Examples:

a) "Why are you late?"
b) "Where were you?"
c) "Work faster!"
d) "What did I tell you to do?"
e) "Good work!"

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Using Voice Effectively (3.1).

* 1. During the work day, identify clients' statements, how statements were said, interpreted, and how statements could be said differently. Later in the day, remind clients of their statements and have them list how their statements could be said differently. What if they changed the volume? What if they changed the tone of voice? (If pressed for time, instructor may wish to provide the statements for the clients rather than identify statements made by the clients).

** 2. Say a familiar one-syllable word aloud to clients and point to one client to repeat word immediately. Once word is articulated clearly and quickly at a reasonable pitch and loudness, try to delay three seconds between saying word and pointing to a client for repetition. Build up to:

a) Two-syllable words -- immediate echoing.
b) Two-syllable words -- three second delay.
c) Two-syllable, two-morpheme words -- immediate echoing.
d) Two-syllable, two-morpheme words -- three second delay.
e) Three-syllable words -- immediate echoing.
f) Three-syllable words -- three second delay.
g) Phrases, increasing the number of words and the length of each word in phrase.
h) Seven-word phrase without delay.
i) Seven numbers or letters without delay.

Generate words in a given time span, beginning with three words in thirty seconds, then increasing the number of words and decreasing the time. Then to immediate repetition followed by harder delayed repetition.

*** 3. The speed with which one talks is also important. Ask the client to relate one event that happened that morning in a few sentences. Tape record what he/she says and time it. Now have a fluent client, or yourself, model the same content on to the tape. Ask client to see if he/she can listen to fluent recording and imitate in a speedier manner. Practice on a regular basis, making a game out of timing, and keeping only client's fluent recordings for replaying.

I. COMMUNICATION
3. Verbal Expression
3.2 Verbalizing information about self

Date
Completed

ASSESSMENT CRITERIA

Pre	Post

3.2 Upon request, the client can verbalize pertinent information about self.

When requested:

Yes	No	
		A. The client can state his full name.
		B. The client can state his date of birth.
		C. The client can state his telephone number.
		D. The client can state his complete address (street number and street name, city, state and zip code).

Comments:

INSTRUCTIONAL STRATEGIES

* Make a list with clients identifying important personal information that they should be able to verbalize about themselves (name, address, telephone number). Help each client make a list containing the appropriate items of personal information. If client is unable to verbalize an item, repeat that item daily. One item every morning is a reasonable pace. On Friday the client should be able to verbalize all items without prompts.

Variation:

a) The client may print items five times daily until able to verbalize information.
b) The client may listen to a tape recording of the items and then repeat the information orally.

I. COMMUNICATION
3. Verbal Expression
3.2 Verbalizing information about self

** Teacher asks clients to copy the following information on a 3 X 5 card:

Full name ______________________________
Address ______________________________
City ________________ State ____________
Zip ________________
Birthdate ____________ Age ______________
Telephone number ________________________
Social Security Number ____________________
(if applicable)

The client should carry such a card with them at all times.

*** Discuss the importance of vital data. The clients should generate situations when an item of vital information could be critical. Some examples for role play expansion:

a) You are coming home from work for the first time and become lost. You approach the bus driver and ask if you're on the right bus.
b) Your prospective boss needs to call you to let you know whether or not you got the job.
c) A co-worker asks you to go to a bar after work. You are asked by a waitress if you are 21.

What might be the outcome if you didn't know the information asked?

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Verbalizing information about self (3.2).

* 1. Ask the clients to locate their identification cards in their wallets and to take them out. Ask the clients to identify the information on them. (If a client does not have an I.D. card, help make one).

** 2. Print the vital statistics of each client on the blackboard or on posters (name, address, phone number, date of birth). Ask each client to point to his/her own personal information and to repeat it.

*** 3. Practice with simple job application data forms. Have clients respond orally to the written word for "name," "address," "telephone number" . . . . Then have clients respond in writing. Ask why an employer would want responses in writing.

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

3.3 The client will initiate conversation in an appropriate manner.

Yes	No	
		A. The client can name two acceptable ways of initiating conversation (e.g., introducing self, raising hand, not interrupting).
		B. The client can name two incorrect ways of initiating conversation (e.g., snapping fingers, yelling, interrupting).
		C. The client initiates conversation in an acceptable manner. (The instructor should observe the client in various situations).

Comments:

INSTRUCTIONAL STRATEGIES

* On the blackboard, make a list with the client of correct and incorrect manners of initiating a conversation. Correct examples:

a) Raising hand.
b) Introducing self when appropriate.
c) Waiting until people are finished talking before starting conversation.

Incorrect examples:

a) Snapping fingers, "Hey you, come here! I want . . .".
b) Whistling and gesturing, "Come over here, you . . .".
c) Yelling loudly across room.

** Accompany the verbal model with related gestures and practice common openers.

a) "Good morning!"
b) "Hi, __________."
c) "Well, hi there!"
d) "How are you?"
e) "Hello, I'm _____________, nice to meet you."
f) "What did you think of ________ ?" (e.g., the game last night . . .)
g) "Looks like you're _____________." (e.g., ready for a nice day, having fun . . .)

*** Discuss why conversing is important (e.g., helps make friends, clarify questions, gain information and increase enjoyment). Discuss why initiating is important (helps get the direction and allows some control of who and what is discussed with whom). Practice some typical openers and discuss when they're appropriate. Examples:

a) "Hi Larry, what are you doing?"
b) "Hi, how's it going?"
c) "Where are you going?"
d) "How do you like this weather?"

Now ask clients to initiate a conversation with someone situated across the room. Supply a topic if you wish.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Initiating Conversation (3.3).

* 1. List some ways to initiate conversation:

a) Say person's name quietly.
b) Tell person what you want.
c) Make sure not to interrupt.

Another suitable sequence would be:

a) Go to co-worker
b) Ask if busy.
c) Tell problem.
d) Ask if time to help.
e) Set up a time.

Practice these by initiating conversations in some of the following ways:

a) "Did you see the movie on television last night?"
b) "Could you help me here?"
c) "Would you want to get together for lunch?"
d) "You sure make great coffee! What do you do special?" (Can compliments initiate conversation?)

** 2. Many times it is difficult to think of a topic to talk about on the spur of the moment. Long silences can be uncomfortable and embarrassing. Some stock topics of general interest include such impersonal topics as weather, news, sports. These are safe openers to discuss with most people. Why is this so? Pair clients in teams. Practice initiating conversation through throwing out a specific topic related to current weather, sports, or news, and ask clients to start a conversation with their teammate. Others observe and comment on naturalness of the approach, words and initial content. Another pair then takes a topic to initiate and follows same process.

** 3. Practice initiating conversation by:

a) Calling a friend client hasn't seen for a while to talk (see "Using the Telephone" - 3.4, p. 85 - 89).

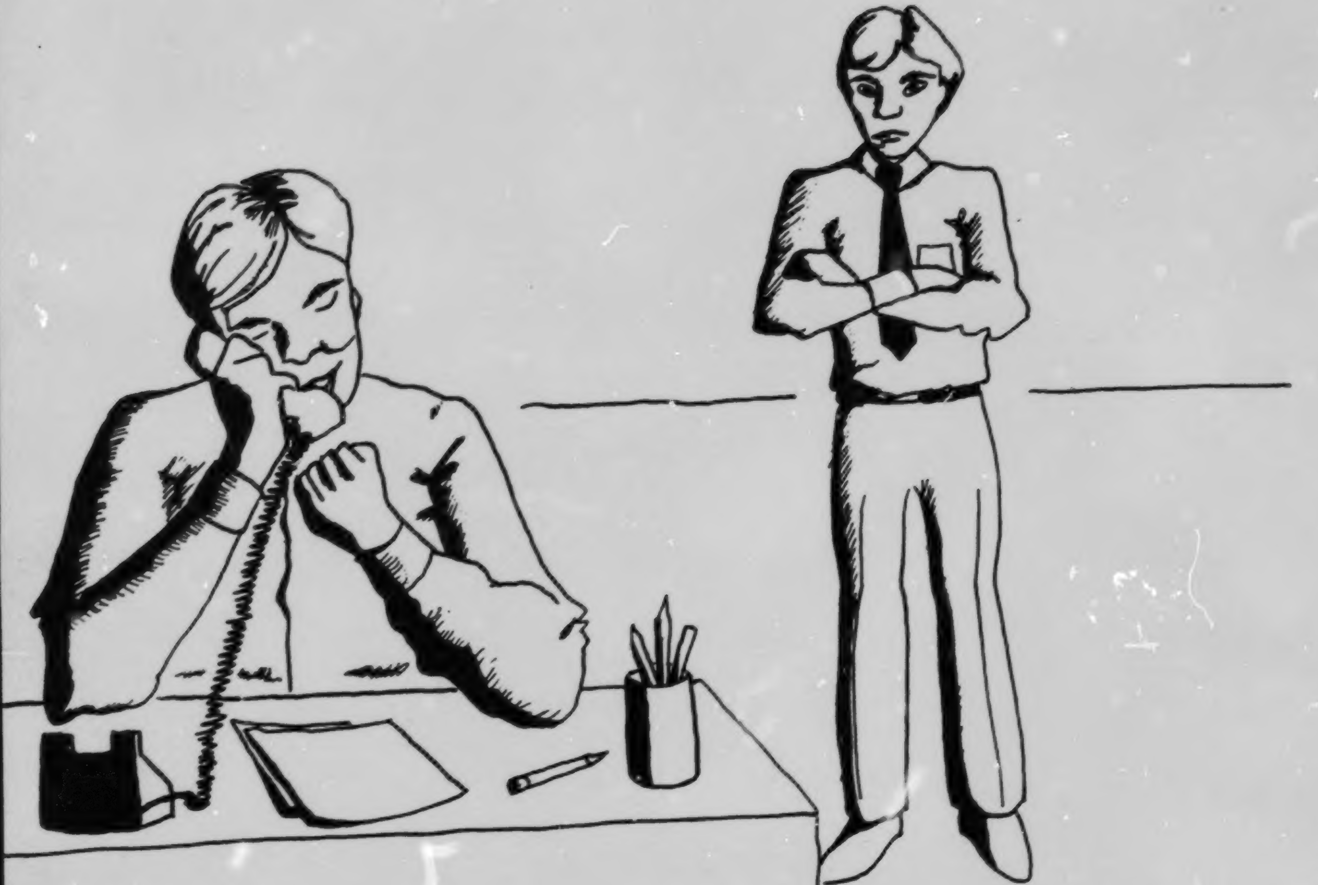
ADDITIONAL STRATEGIES for 3.3 continued.

b) Call a community service and ask for information (e.g., Community Education classes, hours, cost . . .).
c) Invite a neighbor over.
d) Talk with a co-worker about the day's events.

Role play some of these situations.

*** 4. Role play appropriate and inappropriate ways of initiating conversations:

a) Bill walks into coffee shop or lounge and loudly asks for a cup of coffee, turns and sits down with strangers and says, "Hey, I'm going to sit here whether you like it or not, so how about that!"
b) Karen is in the coffee shop by herself and sees a guy walk in that she would like to meet. She notices that he has no where to sit. She politely smiles and says, "Would you like to join me?"



I. COMMUNICATION
3. Verbal Expression
3.4 Applying conversational skills

Date Completed

ASSESSMENT CRITERIA

Pre	Post	
		3.4 The client will converse with people in an appropriate manner.
		3.4.1 Maintain a face-to-face conversation.

Yes	No	
		A. The client can explain what it means to "stay on the subject" when having a conversation with someone.
		B. The client can give two examples of suitable conversation (e.g., match topic of conversation to a given situation).
		C. The client can carry on a conversation with others in a socially acceptable manner. (Observation of the client in various situations is necessary).

Comments: Related Skills Voice Intonation(2.1), and "Uses Voice Effectively (3.1).

INSTRUCTIONAL STRATEGIES

* We now enter the area of maintaining a topic and conversing back and forth. Here are some questions to use as a check list after a practice conversation -- as suggested in "Nonverbals for communication starts" - (2.7) and earlier strategies in this goal (3).

1. Did I interrupt the other person when the other person was talking?
2. Did I listen to what the other person was saying, rather than thinking only about what I was going to say?
3. Did I speak clearly?
4. Was my tone of voice (see "Voice intonation" - 2.1 and "Uses voice effectively" - 3.1) right for topic and situation? (e.g., didn't laugh when talking of a solemn topic like a death).

Pair clients into conversing teams. As each team converses on a suggested topic, the other clients may use the four questions to evaluate the conversation.

** The instructor names a topic of conversation for the group to discuss. Each member of the group will have a chance to speak briefly on the subject. Before starting the conversation, the instructor should explain the difference between relevant and irrelevant comments; this should be done with examples. The instructor then starts the talk by making a few comments on the topic of conversation. When finished, the instructor asks the next client to continue the conversation by following his example of staying on the subject. Continue until each member has had a chance to speak.

*** Becoming sensitive to others when conversing is similar in many ways to cooperating. All team members must work together and be sensitive to one another (see "Working within a group" - 7.5.3). No one person is expected to do all the talking or listening because conversing is an exchange or sharing relationship.

Present a problem that the group needs to solve and to which there is a concrete answer (e.g., how to clean an entire set of walls in a room). Ask each person to contribute one suggestion, and then the others to assess that suggestion's contribution to the collective solution. Go around the group, showing how different points of view can be beneficial in solving a problem.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

3.4.2 A - D Using the telephone.

Yes	No	
		A. The client can identify the numbers on a telephone dial.
		B. The client can locate "operator" ("O").
		C. The client can explain the use of "operator".
		D. The client can answer the telephone in an appropriate manner.
		E. The client can dial the phone number of his place of residence. (Some assistance may be given, e.g., client uses an ID card that has the number written on it, or client asks someone to read the number to him as he dials it).
		F. The client can place a phone call with minimal assistance.

Comments: Related Skills: "Punctuality" (7.1.2).

3.4.2 A - Recognition of the names of numerals 1 - 10.

INSTRUCTIONAL STRATEGIES (See also "Recognition and naming of numerals 1 - 12" - 7.1.2)

* Take a telephone dial and ask who can find numbers 7 and 0. This is a perfect time to ask what numbers you dial to get emergency. The phone company has booklets that instruct parents how to teach their children to dial in emergencies. Some of the techniques (color coding the "0", etc.) are equally effective here. Ask your phone company for pamphlets.

** Try copying some pages from the telephone book and then ask clients to find a telephone number that starts with "78" or "786." Have them circle only the numbers in the first column which begin (or end) with "664." Build up to longer sequences.

*** Help client to remember chunks of numbers by playing a recall game that requires the client to repeat increasingly longer strings of numbers. Begin game with one number, then pair numbers, and finally try three-place numbers (787). Try to teach a telephone number by two or three chunked numbers (787-32-46), rather than separate numbers (7-8-7-3-2-4-6).

3.4.2 B - Manipulation of the Telephone.

INSTRUCTIONAL STRATEGIES

* Sit down with client in front of telephone. Tell the client that you and he will look at and say all of the numbers that are on the telephone. Start with one and work to zero, saying each number as you go and then asking client to repeat it. After several such readings, have client attempt to name all numbers on the telephone dial. As a variation, point to a number and ask client to name it.

** When client can name the numbers from 0 - 9, have him/her pick a number from the phone book and point it out on the dial. Continue until client correctly points out seven different telephone numbers. Pick numbers that mean something to the client, such as his/her doctor, a friend, favorite restaurant, home.

*** Ask client, "How do you answer the telephone?" Have client demonstrate. If there is a problem, instruct the client to pick up the receiver with one hand, place earpiece close to the ear with mouthpiece about 1 - 1½ inches from the mouth. Physically help client at the beginning; gradually move away until client can manipulate the telephone independently.

3.4.2 C - Recognition of Numbers for Local Assistance and Emergency (see also 7.3).

INSTRUCTIONAL STRATEGIES

* Help client construct a wallet-sized card covered with clear contact paper that has emergency numbers, and the client's work and home phone numbers. Emphasize the importance of knowing how to get help. Such numbers might include: police, fire, sheriff, Poison Control, hospital, doctor.

** Since local assistance varies greatly, help client learn where to look for such a number in the phone book. Help client prepare a 3 x 5 card that has emergency and local assistance numbers to keep by phone.

*** Role play situations that would involve calling emergency or assistance numbers.

3.4.2 D - Placing a Call (see also 2.8).

INSTRUCTIONAL STRATEGIES

* Prepare a worksheet with "calls to be made for the day." The client, acting as secretary, must dial all calls to complete the lesson. Include such things as: repairman, ambulance, social call (provide numbers). Using a play phone, have client place the calls, dialing each number himself.

** With permission from home, assist client in placing a call to his/her home; build up to the client doing all of the dialing himself.

*** In real-life situations, assist client in making his/her own appointments by phone: dentist, doctor, dial-a-ride . . . .

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Applying Conversational Skills (3.4).

* 1. Ask the client to name the different sections of the telephone directory (e.g., emergency numbers and information, white pages including suburban directories to large city, yellow pages, blue pages if in small town area).

* 2. Have clients identify phone signals (e.g., busy signal, dial tone, ring . . .).

** 3. While on an outing, find a phone booth and explain how to dial for the operator in an emergency (do so with button held down). Have client repeat your example.

*** 4. Discuss the importance of relaying accurate messages and what that message should include:

a) caller's name
b) caller's phone number
c) the message

If client cannot read or write, instruct him how to ask caller to wait while he/she gets someone to take the message.

Exercise: have client answer phone, excuse self and get person to take the message, or get the person being phoned.

*** 5. Role play situation in which client must call some place for information such as: a library (especially reference for book/address assistance and general resource), store sale, social service office, phone company . . . .

*** 6. Explain that in an emergency (physical or life threatening), it is sometimes necessary to ask someone's permission to use their phone if a pay phone is not available. However, it would probably be better to tell the client to produce his/her I.D. card and ask the person to make the call for him/her because some people prefer that strangers not enter their home.

*** 7. Ask clients to sit in a circle. One of the clients suggests a topic of general interest and begins conversation with the group. If client talks too long, teacher lifts finger and next group member

ADDITIONAL STRATEGIES for Applying conversational skills
3.4 continued.

must pick up on topic where previous member left off. Some topics may be:

a) What I enjoy about work.
b) Problems with getting to work, and ways of avoiding them.

I. COMMUNICATION
3. Verbal Expression
3.5 Ending a conversation

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

3.5 The client will end a conversation in an appropriate manner.

Yes	No

A. The client can respond correctly to the statement: "Name three different things that someone might do to let you know that it is time to stop talking."

B. The client can name two different ways of politely ending a conversation.

C. The client ends conversations within an appropriate time frame. (Observation of the client is necessary).

D. The client ends conversations in an appropriate manner. (Observation of the client is necessary).

Comments: Related Skills: "Identify expressions of basic and complex emotions in others" - 2.2 & 2.3, and "Identify expressions of approval and disapproval in others" - 2.4 & 2.5.

INSTRUCTIONAL STRATEGIES

* Make a list of ways people let you know the conversation must end.

a) They tell you directly, "I only have five more minutes."
b) Showing boredom (e.g., looking at watch to indicate tney have other things to do, tapping, yawning, looking out the window or away from you).

** Demonstrate appropriate/inappropriate endings to conversations. Ask clients to model your example. Appropriate suggestions:

a) Phase out slowly. Give warning cues that you must wrap-up what you're discussing before leaving.
b) If you have not completed the discussion, make plans for a future meeting (e.g., "How about if we get together to talk some more? What's a good time for you?").

c) You may need to be a bit apologetic, so as not to offend, or be abrupt (e.g., "I'm sorry I have to leave, but I must get to work on time.").

Inappropriate suggestions:

a) Abrupt: "Hey, got to go." (gets up and leaves)
b) "Not much left to say, so . . . bye."
c) "Better go, I've got better things to do."

*** Make a video tape showing "endings," or ask clients to watch T.V. with only this observation in mind (to see how people end conversations). Role play yourself.

a) You're in a hurry to catch the bus, but the boss wants to talk. What do you do to let him/her know politely that you must end this conversation?
b) A co-worker yawns and gets up and edges toward the doorway at break time, but friends keep talking. What is the next step in letting friend know conversation must end?
c) You're in a group of people, and it is almost your dinner hour. Someone is telling a lengthy joke. How might you politely leave?

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Ending a Conversation (3.5).

* 1. Make a video tape of staff members role playing different ways of ending conversations. Include both correct and incorrect methods of ending a conversation.

Correct:
- a) Person excuses self.
- b) Person explains that he has to get back to work.
- c) A third person walks into the conversation.

Incorrect:
- a) Person just walks away without saying anything.
- b) Person becomes agitated and storms off.
- c) Person is obviously bored.

Ask the clients to make a list that identifies the ways that they felt were the correct ways of ending a conversation, and a list of what they felt were the incorrect ways of ending a conversation. You may take what they name to put on board.

** 2. The instructor models various ways that he has observed clients ending conversations. (Obviously, no names should be mentioned). After each example, the instructor asks the clients if it was an acceptable way of ending a conversation. Why or why not? "What would you have done differently?"

*** 3. Discuss the implications of ending a conversation in an improper manner. Include in the discussion such thoughts as:

- a) How do you feel when someone is rude to you?
- b) How might your supervisor feel towards you if you were to say to him, "I'm just wasting my time talking to you", and walk away?
- c) What might be a better way to say, "I'm just too busy to bother with you, so why don't you leave me alone!"

I. COMMUNICATION

4. THE CLIENT WILL RESPOND APPROPRIATELY TO VERBAL COMMUNICATION.

The Client will:

4.1 identify the main idea of verbal expressions.
4.2 demonstrate through action(s) a comprehension of oral directions.
4.3 demonstrate an understanding of survival symbols (basic written directions).
4.4 ask for additional information when necessary.

4. THE CLIENT WILL RESPOND APPROPRIATELY TO VERBAL COMMUNICATION.

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

4.1 The client will identify the main idea of verbal expressions.

Yes	No

A. Upon being read a two or three sentence description of a situation, the client can identify the main idea.

B. Upon being read a three or four sentence description of a situation, the client can identify the main idea.

Comments:

INSTRUCTIONAL STRATEGIES

* Present a picture or show a film. If a film, stop it every two minutes. Ask clients what's mainly happening. Present two events for them to name the major event.

** Model situations that clients have seen in work settings. Sample situation: Worker enters work acting very sleepy and rude. Boss enters with a new set of work tasks. Boss gives tasks to worker. Worker does tasks in a negative manner. Have client model same behavior. Then have him model task in a positive manner.

Adaption: Ask clients to role play same task with boss absent.

*** Present client with a monologue containing one main point. Ask the client to state the main point. Sample:

a) "Hi Susan. How're you today? We need to get to this job before the day wears on. I'd like you to begin now and work straight through lunch." (The supervisor/boss means "Hurry!")

b) "Hi Tom. You did your work very quickly today. I had to redo several items. I don't like having to do that. Better slow down." (The supervisor/boss means be more careful with your work.)

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Identifying the Main Idea Within Verbal Expression (4.1).

* 1. Read a short story or article to the clients, basing selections on appeal to the interest levels of the clients, and choosing selections basically complete within themselves. Clients are to state what the main idea is in the story. One way is to choose an appropriate title for the story. If appropriate, give the clients several titles from which to choose.

** 2. Identify situations that might occur in the work setting either during work itself or during breaks. Develop a list of statements that might be made in those situations (e.g., lunch break, clients are eating, bell goes off with some clients returning to work station and others not. A client states to those still eating, "The boss is going to be mad"). Clients are to identify either verbally or by modeling the situation, what the boss wants them to do. The client should show the group what is meant by the statement made (e.g., "What do you think the boss really wants you to do now?").

*** 3. Teacher and clients role play several situations that have recently occurred in their work setting (e.g., paint spilled, late workers). During the role - playing, have a number of details occur. The observers are to identify the main point the teacher is making to the client. The same situation can be replayed with roles switched and clients communicating some main point.

I. COMMUNICATION
4. Respond to Verbals
4.2 Demonstrating through action(s) a comprehension of directions given orally

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

4.2 The client will demonstrate through action(s) a comprehension of oral directions.

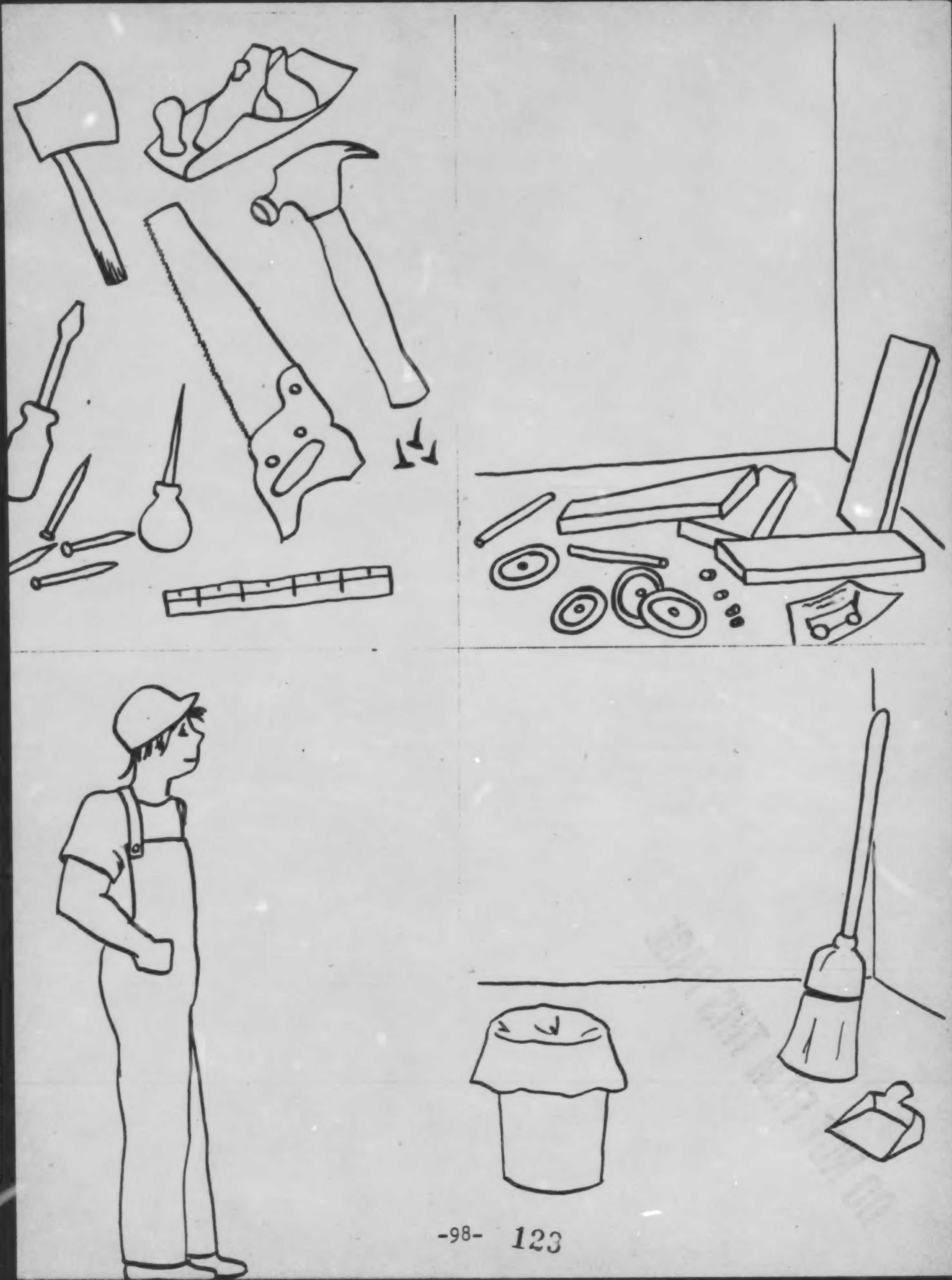
Yes	No	
		A. "Pick out the tool to hammer". (Have an assortment of tools).
		B. "Place an 'X' on the picture of the sharp things". (Show adjacent illustration).
		C. "Go to the tool crib, get a sharp tool and bring it here".
		D. "Can you find something in this room that is (insert color word)? Please point to it".
		E. "Can you find something in this room that is (any shape)? Please point to it".
		F. "Please find the smallest (any size-comparison words) pencil for me". (Have a group of pencils available for the client to make a selection).

Comments:

4.2.1 The client can respond correctly to basic directional commands (e.g., familiarity with basic direction-giving vocabulary).

INSTRUCTIONAL STRATEGIES

- Given a select item, you instruct client to do different things with it. Some examples are:



Directional words - Level I

a) Look at __________ (e.g., a concrete item such as a hammer or some film).
b) Give me __________. (You are not selecting from a group of choices as yet.)
c) Show me __________.
d) Point to __________.

Level II: This is more difficult as it is abstract, not being the true concrete item, but some representation such as exists in a photo, pictured illustration or cartoon. An intermediate step called "Semi-concrete" that could precede this rather abstract level if it's too difficult, would be to get the instructional word (e.g., draw, circle) first, while actually circling or drawing a line under the actual item, not a representation of it.

a) Circle the ______________.
b) Draw a line under ________.
c) Draw a line through ______.
d) Make an "X" on ___________.
e) Connect a line to ________.

** A comprehension of oral directions is a difficult objective because these sample contrived tasks are not as effective as real ones. Plan to coordinate such a practice with a work supervisor at client's work situation when possible. Obtain as much information as possible about the type of work in which client is involved to insure your practice set-up sequences are relevant to client.

Demonstrate for the client the completion of a direction-giving task, e.g., say: "Give John the screwdriver" and do it. Clients must listen to directions you give and carry out the task. Sample directions:

Level I: One direction

a) One direction involving one familiar object:
Give me the hammer.
b) One-step direction with two related objects:
Give me the hammer and screwdriver.
c) One-step direction with two unrelated objects:
Place the hammer and pen there.

Level II: Two-step directions

d) Two-step related directions with one familiar object: (Sequential): Pick up the hammer, give it to me.
e) Two-step unrelated directions with one familiar object: Point to the hammer and pound with it.
f) Two-step unrelated directions with two objects (non-sequential): Point to the hammer and give me the pen.
g) Two-step unrelated directions with two objects in sequential order: Pick up screwdriver and place it in screw-head.

*** A difficult area for many clients occurs when a direction is "hidden" in a verbal discussion, e.g., "Today is Friday. [illegible] have a contract that must be completed before you leave today. Be sure to show Joan your completed task before you sign out today."

Questions can be asked of the clients, such as:

a) "What must be done today?"
b) "What are you to do?"
c) "When are you to do it?"
(See also "Finding the main idea" - 4.1).

Develop directions that are client-specific. An adaption might involve the variation of tone or mood conveyed by different persons in giving the same direction. You could incorporate the angry supervisor, the person who speaks too rapidly or too slowly, and the understanding person.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

4.2.2 Understanding word relationships and concepts related to direction-giving in a discriminative task (more abstract vocabulary and concepts involving relationships between such words).

INSTRUCTIONAL STRATEGIES

* To understand directions, it is important to both: (1) understand the words used and, (2) the relationship between the words. Be certain client understands work-related directional words (spatial concepts). This activity could be a body-awareness game (e.g., Simon Says). Ask client to mimic you as you say directions such as: Place your hand in front of your eyes. Put your right foot up. Dances are a way to have fun doing this if there is space so it's comfortable. Some other directional basic words are:

ahead	do not	begin	next	closer	first
behind	do	end	middle	further	last
around	up	above	right	near	in front
through	down	below	left	far	in back
straight ahead		here	on	in	to
over there		there	off	within	from
stop	hurry/fast	next to	by		
go	slow	beside	between		

These terms are more difficult than nouns (like "tools" or "persons") or even verbs (like "get" or "push"), but are equally critical to understanding directions.

** Along with space concepts in directions (see above), it is also helpful to have color, shape, size and same/different concepts. Play some perceptual tuning games. Through modeling, the less knowledgeable clients may pick up the concept without embarrassment.

Color: Ask clients for favorite colors. Find something of that color. Who can identify the most items of that color (without repeating) in the room? Do others agree as various shades of color are identified?

Shape: Ask that someone name a shape. Then ask all to find that shape in the room or within different items in the room.

Size: Ask clients who has larger shoes, or hands. Ask clients who is the tallest in the room.

Ask who is the smallest, or shortest. Of the two smallest, are they the same size? How are they different?

Examine lunches; who has the biggest lunch? How about the largest dessert? The smallest single item?

Who can find the smallest, black item in the room?

Following determination that a set of spatial words are easily understood and followed, bring another person into the room to give and reinforce direction following. Have the new person model directions and you follow them. The other person then directs clients to do similar things as you've practiced, e.g., Place the tool in your right hand in the box. Generalize "learned" spatial-concept words to different situations and persons.

*** An understanding of terms like "smaller," "yellow," "shorter" are prerequisites to this activity.

Clients are to pair up with partners. Give each client: two yellow rulers (same color) , two different size/shape erasers, two pencils of different lengths. Ask one client to make a pattern out of these items while other partner waits, not looking at pattern. Then ask partner who has not seen pattern to put his/hers in same pattern. Listen to directions given by partner who is looking at pattern and trying to direct other. If this is too difficult, try allowing the unknowing partner to look at pattern and say aloud what he himself must do to create a matching pattern.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Understanding Oral Directions (4.2).

* 1. Make a simple lay-out of a typical work task.

Sample A: A toy, wheels off, box for packaging. Ask client to pick up wheels. Then ask to insert them on toy.

Sample B: 1. Present a picture of several situations. Ask client to pick out the picture that shows a worker doing work similar to that which client does, or sees done, at his/her work place.

See p.105 2. Present picture of varied types of work (e.g., maintenance work, kitchen work, executive work and a specialized trade). If client doesn't work, ask client to pick out an example of one type of work (e.g., maintenance work).

* 2. Divide clients into teams. Give each team an assortment of objectives. Have one person tell what to do with the objects. You will need to give several sample activities before having teams do the activity. Poor verbal skills should not prevent you from doing this activity. Emphasis should be on understanding simple instructions. Examples:

a) Pick up ____________.
b) Show me the _________.
c) Find the ____________.

Points are given teams for correct responses. Tally points and award winning team.

* 3. Ask clients to direct one another to find a shape/color/size that is the same as the item they name, such as:

a) Find a tool with a shape like a circle somewhere in it (circular saw).
b) Find a black item smaller than this ruler.
c) Find a pencil the same size as this one (provide lots of pencil stubs).
d) Draw a shape like this rectangle. What could you make out of this rectangular shape?

ADDITIONAL STRATEGIES for 4.2 continued.

Alternative: Memory aspect. Ask clients to take turns naming as many little (smaller than a _______) items you see in the room, or fast items that are alike (recall).

Generalize: Look to any of prior directions of this objective and identify whether client can still follow:

a) an orally given direction if a different person instructs direction,

or,

b) if the same person instructs, but in a different setting than direction was first given.

** 4. Set up a work-related task to client's present work (e.g., ripping off negatives from a publisher's book backings). Ask client to:

a) Look at __________ (e.g., the backing sheet).
b) Give ______________ (e.g., the negative).
c) Show ______________ (e.g., the two pieces).
d) Point to __________ (e.g., the backing).

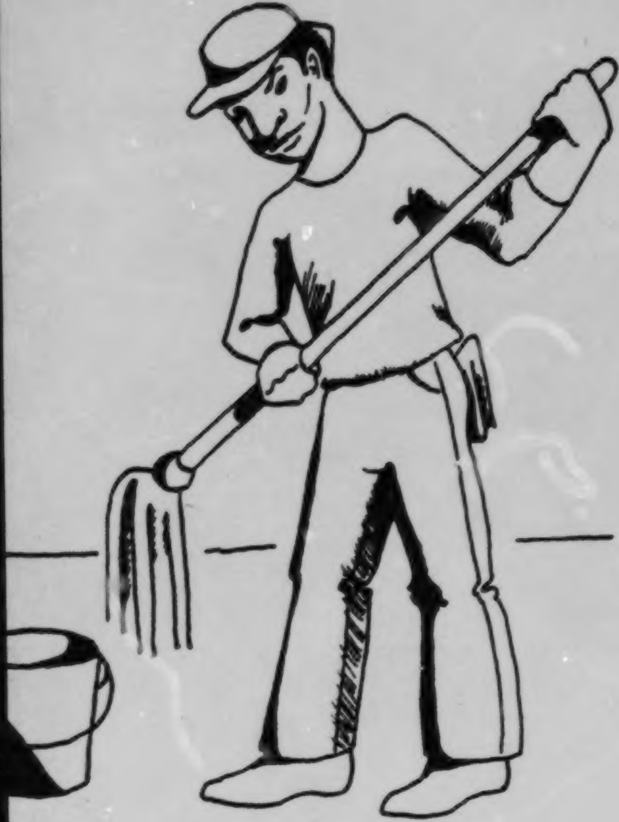
Use these specific, concrete directional words prior to moving to the more abstract ones such as: (See p. 98 for illustration of paper-task level vs. the concrete real thing accomplished above).

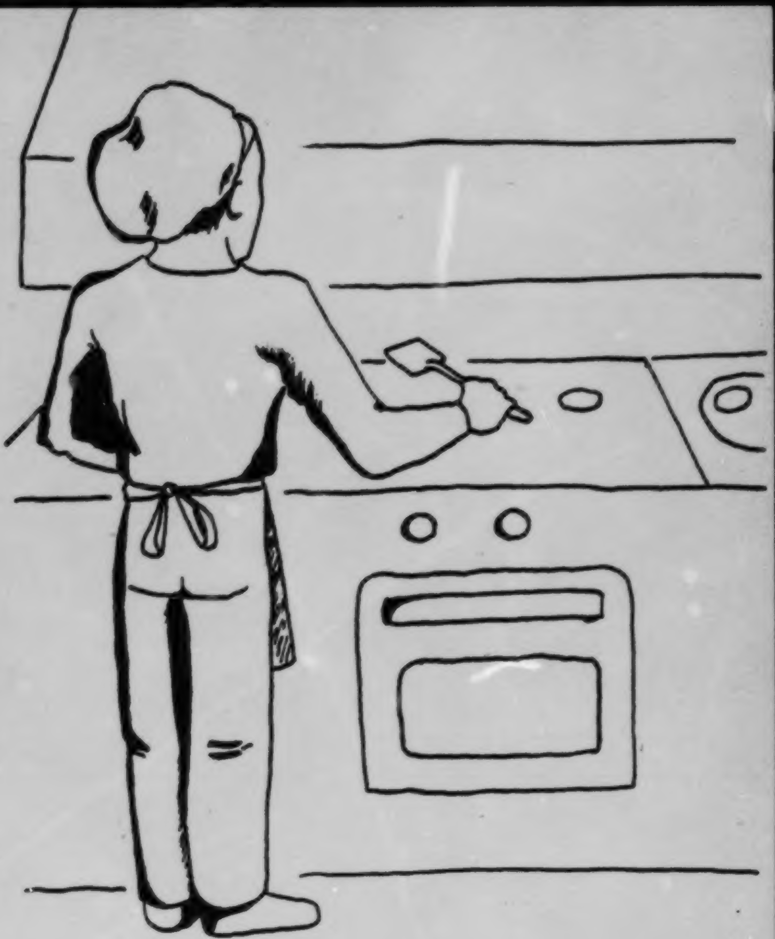
a) Circle ____________ (e.g., the tools not needed).
b) Place an "X" ______ (e.g., on the items that are sharp).
c) Underline _________ (e.g., the last item used).
d) Connect (draw a line between) _________ (e.g., the worker with his most needed tool).

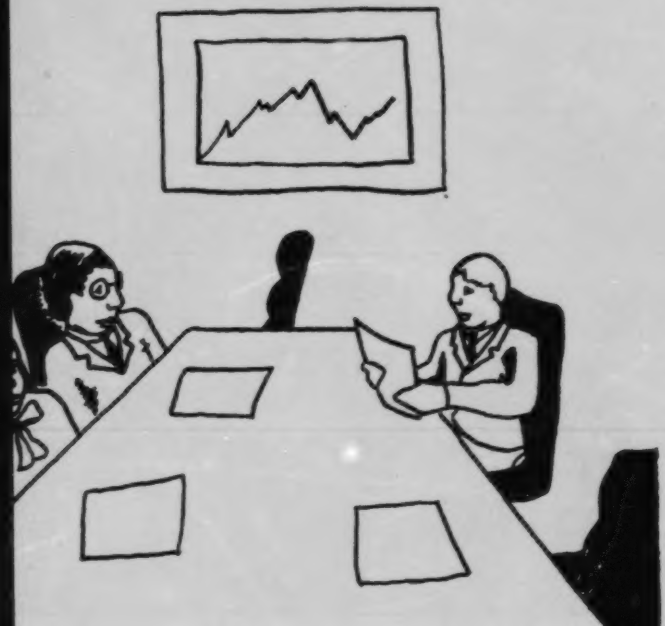
** 5. Process: The teacher and client sit back-to-back, with the teacher holding several items identical to the client's items. The teacher asks the client to place the items in a certain manner that will match the way he/she has arranged them, e.g., nuts, nails and hammer. Have the client match his pattern to yours. If it is incorrect, have client duplicate your pattern. Client cannot see teacher's arrangement. Say:

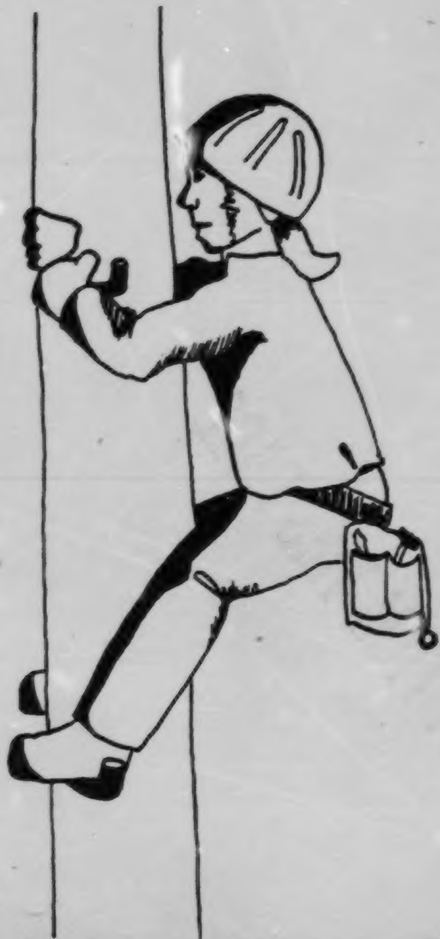
a) Place bolts to upper right of hammer.
b) Place nails to upper left of hammer.

Keep items and instructions simple. Terms like "above" and "to the right of" are fairly high-level concepts.









ADDITIONAL STRATEGIES for 4.2 continued.

*** 6. Ask client to listen to a tape-recording you have made of basic directions. The client is instructed to listen for only direction words and tell them afterwards. After this is accomplished, replay the tape with the instruction to actually follow the direction. Some simple ones for a class setting might be:

a) Go to where books are kept, get out a blue book, bring it to me.
b) Ask the person on your right their name.
c) Put out nails, screws, bolts. Place a screw on the largest bolt.

*** 7. One way to teach discrimination of some basic prepositions used in **basic** direction-giving is to show the client two set-ups that illustrate different prepositions (e.g., the hammer is in the box; the hammer is on the table). Ask the client to point to the set-up that illustrates "in". Repeat with various items and contexts until "in" seems mastered. Then use photos of set-ups rather than the actual items.Ask"Is the hammer in the work bench?" or "What is on the man's head?" Increase the number of prepositions distinguished in varied contexts. This is the upper level, after repeating the simpler breakdown for each new preposition, as outlined above (some other prepositions used are: to under, by, at, from, behind and with).

Practice using the new word in concrete ways and giving but one basic instruction. Then try generalizing to different situations (contexts).

Sample: Place the brush in the can. (Once accomplished), put the tools in the box. Put the box in the cupboard.

Only then can you safely move on to a two-step direction, or one with a new or untested directional word.

Sample: Put the brush in the paint can. Brush the paint on the wall.

Generalizing (other situations and uses of word):

a) Put your hat on.
b) Turn on the stove.
c) Place the can on the table.

ADDITIONAL STRATEGIES for 4.2 continued.

An adaptation is to have client give directions to the teacher using same items.

*** 8. The teacher has a project to complete and client has the same project. Oral directions are given by the teacher for completion of the project. Directions could be single-concept to multiple-concept directions, depending on the client needs with whom you are working. After the directions are given, the client and the teacher complete the project. Projects might include the following:

a) drawing a picture
b) assembling a figure
c) putting pictures in sequence
d) disassembling an item.

When the projects are completed, they can compare final results to see what is the same or not the same. If a difference is noted, a review of directions should occur.

*** 9. If capable, clients may practice giving directions of their own. The client who follows a three-step instruction fastest and most accurately is able to give instructions next. Examples:

a) Find your coat, put it on, and sit down on chair.
b) Stand up, take off coat and give it to me.
c) Open tool box, find tape measure and lay it on table.
d) Open the closet, take out hanger and hang up coat.
e) Take out paper, write your name and give it to me.

Generalizing over time is also important. Once you believe vocabulary is known, and relationship between relevant directional words in understood, try to speed up response(s) to direction. Give relevant directions, keeping track of words used. To do this, you may even wish to tape record self on selected dates so you know words first used, or keep card file box for each client with directions, response, conditions, date and outcome. Try same direction using same directional words (e.g., right, on, through, circle), but after varying periods of time or vary context slightly.

I. COMMUNICATION
4. Respond to Verbals
4.3 Understanding directional symbols (pictures)

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

4.3 The client will demonstrate an understanding of survival symbols. (See p. 110-113 for sample symbols).

Yes	No	
		A. When shown the international symbol for a men's restroom, the client can correctly identify the symbol.
		B. When shown the international symbol for a women's restroom, the client can correctly identify the symbol.
		C. When shown the symbol for poison, the client can correctly identify the symbol.
		D. When shown the symbol for exit, the client can correctly identify the symbol.
		E. When shown safety signs, the client can identify the message (e.g., caution, danger, slow, no entrance).
		F. When shown entrance/exit words, the client can identify the message (e.g., push, pull, in, out, exit).
		G. When shown directional words (e.g., walk, don't walk, turn on, turn off), the client can follow directions.

Comments:

4.3.1 The client can read directional symbols (pictures) correctly.

INSTRUCTIONAL STRATEGIES

- DLM has a set of symbols easily obtained through the IMC. You may wish to use actual photographs of symbols in the community where client is most familiar. The Secretary of State's office has resources in this area (see attached graphics).

Show common directional symbols such as "Men's room," "Exit," "Women's room," "Phone." Ask client to match appropriate words with appropriate symbol.

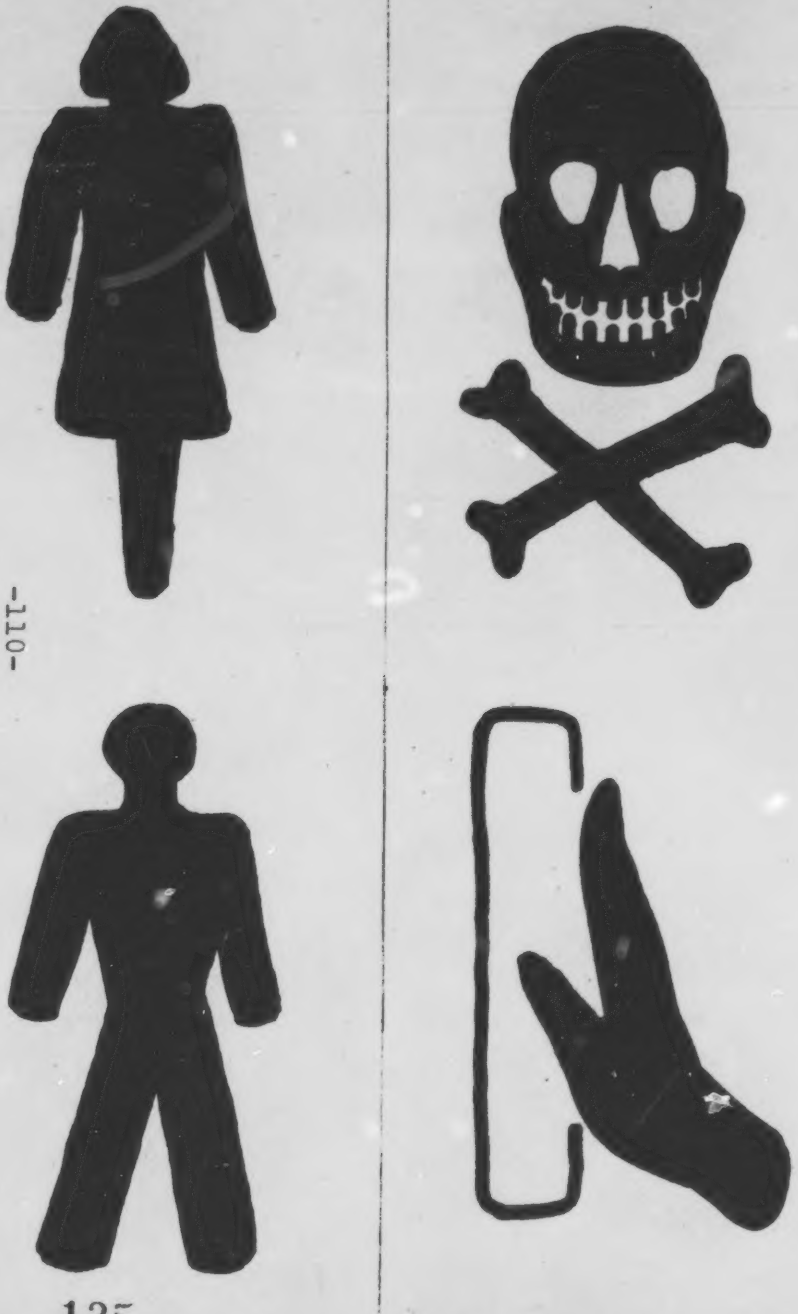
** Create a modified scavenger hunt. Using symbol cards, the teacher or supervisor places symbol/word cards on various doors around center/work site. Ask clients to locate the men's room, place to eat, danger area, etc.

*** Public access words are: EXIT, MEN, WOMEN, IN, OUT, ENTRANCE, PUSH, PULL, TELEPHONE, STAIRS, REST ROOM, BUS STOP, OPEN, CLOSED, LADIES, GENTLEMEN, BOYS, GIRLS, UP, DOWN, CLOSED SUNDAY. Print these in caps and ask client to pick one to act out for others to guess.

Street and traffic words needed for getting to and from work are: WALK, GO, STOP, DON'T WALK, WAIT, NO PASSING, NO PARKING. Use local street names or subway/bus street stops for client flash cards.

Alternative: Create a game of above word cards. Ask clients where they would find that word, then ask what they'd do when they saw it. Give points for correct answers. Field trips would help clients learn these words.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.



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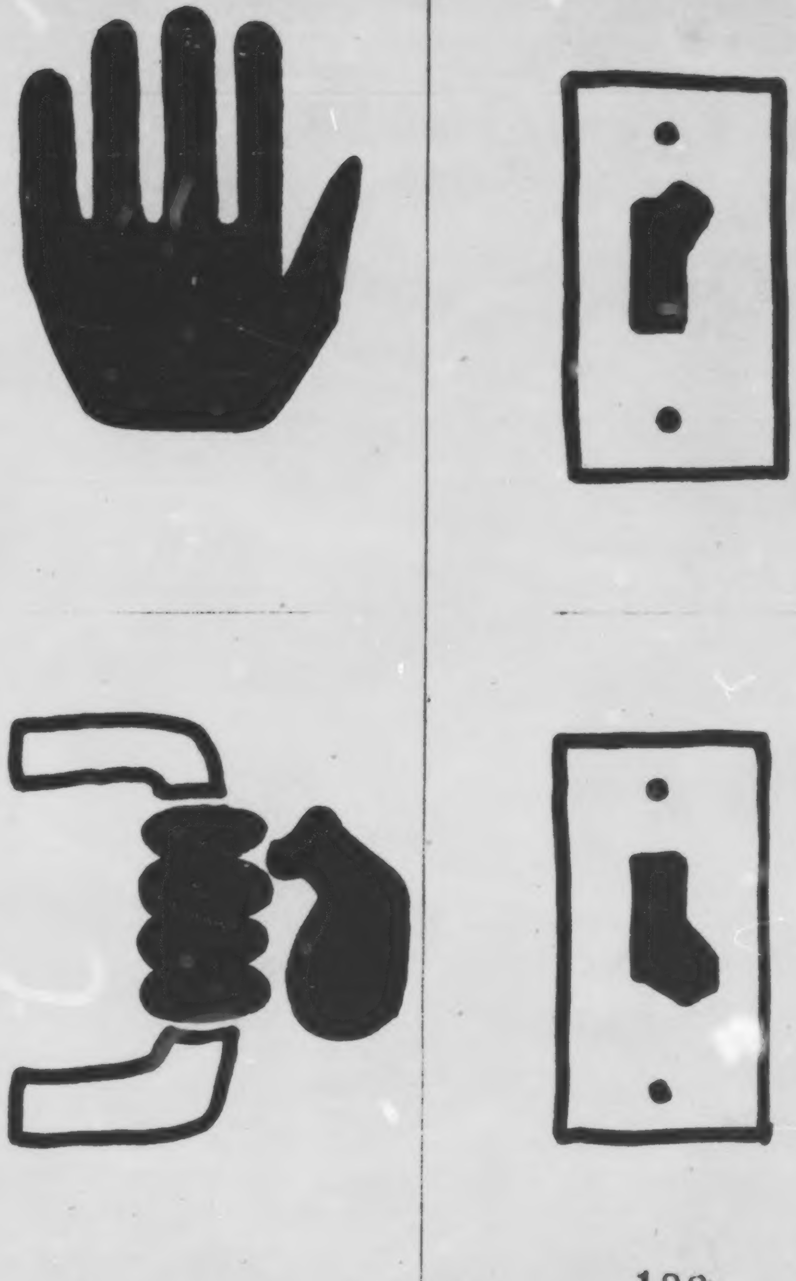

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ON

STOP

OFF

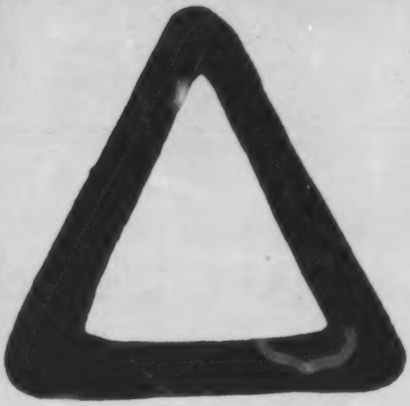
PULL

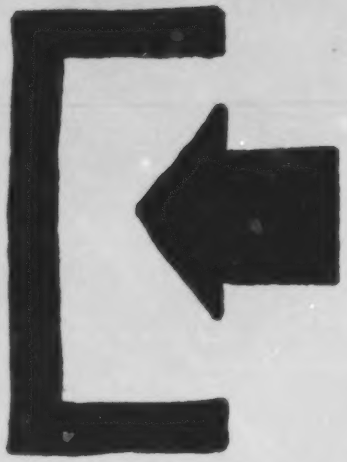
DANGER

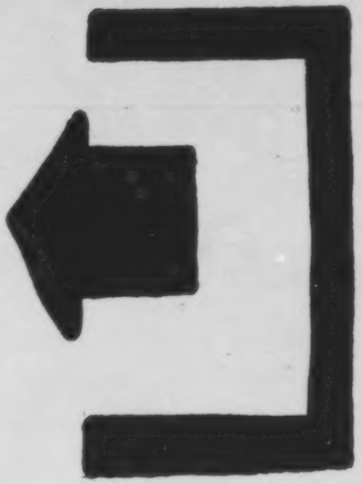
WOMEN

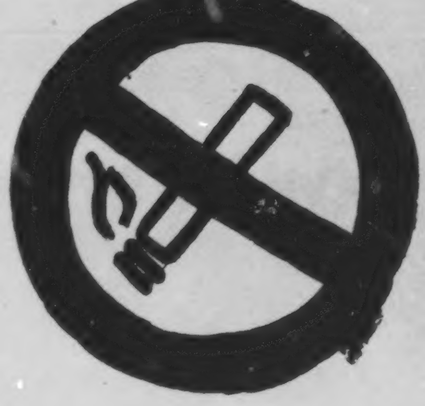
PUSH

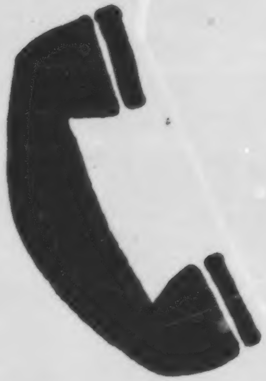
MEN











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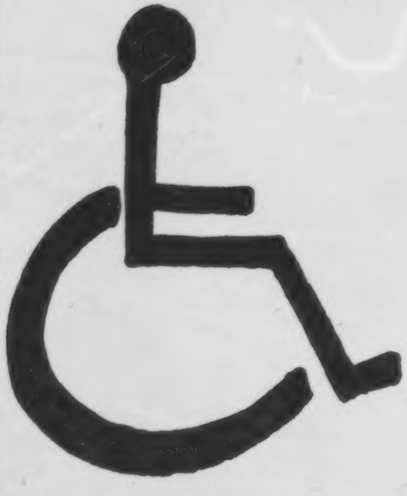

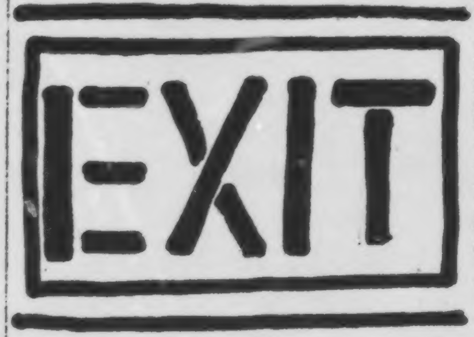

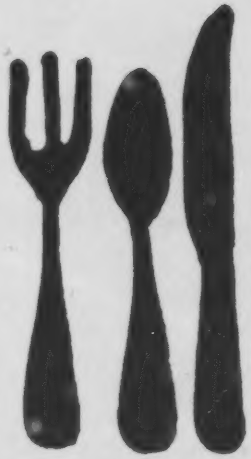

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NO SMOKING OUT IN CAUTION

RESTAURANT EXIT HANDICAPPED TELEPHONE

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4.3.2 The client can recognize basic written words used in giving directions.

INSTRUCTIONAL STRATEGIES

* Type or print words such as: DANGER, CAUTION, ON, OFF, MEN, WOMEN, EXIT, PUSH, STOP, PULL. Show a word and give clues to where you might find (1) the word and, (2) its meaning. Have clients identify the correct answer. Additional clues may be necessary. Examples:

a) This word might be at your work place or on a street if there's roadwork or a bridge out (DANGER).
b) At your work place, this word may mean you should take more time to do something carefully (SLOW).
c) You find this word in front of schools; it means the same as a yellow traffic light (CAUTION).

** Directions can include both words and symbols. Keep directions to three steps and expand only when client has demonstrated capability. Write directions to complete a simple task such as: making a convenience food. Read directions aloud with clients and complete each step of directions before going on to next. Once task is completed, have client read directions and follow same process as you modeled for him/her.

*** Ask clients to identify basic direction-giving words that are work-related. Display word cards on the board. Ask for common uses of these words and write out entire sentences given by the clients (e.g., "Place tools in tool crib," "Exit," "Finish and take break . . .). Cut apart words from strips on which you have written directions. Use double-stick tape on each and ask clients to rearrange in some sensible direction-statement.

Print the words on different paper, write them in cursive, or type them, and see if client can still recognize them. If not, repeat exercises above, and continue changing the paper and/or print/cursive type until clients have mastered words.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Understanding Directional Symbols (4.3).

* 1. Make a bingo game using commonly used directional symbols. When the teacher calls out a particular word, the clients cover up the corresponding symbol on their bingo card. When a diagonal, horizontal or vertical match is made, the client calls out "Bingo". It is best to design boards of varying difficulty according to client skills.

* 2. Make signs that can be posted in the classroom (e.g., DANGER, ON, OFF, MEN, WOMEN, PUSH, PULL, OPEN, CLOSE). Display signs in appropriate places throughout classroom or nearby. (e.g., OPEN could be placed on the inside door, or OPEN could be placed on a box).
Be creative in placement of signs and change their position frequently. Ask clients to identify what the word says. They may do this verbally or by demonstrating the word (e.g., "push" by pushing). You may want to keep a check sheet of the current vocabulary and clients' responses.

** 3. A mat for a twister game for recognizing directional symbols can be made from a shower curtain or an old sheet. No more than 10 different symbols should be used. Paste these down on mat. Make a spinner indicating body parts and symbol.

A client must match the picture symbols with the words that describe it (e.g., right foot on STOP, right hand on GO). The complexity level of body position must be adjusted to clients needs (e.g., "hand" or "right hand").

** 4. Develop a simple gameboard that requires the following of basic directions. Games such as Candyland, Clue or Life can be modified very easily. Place simple directions on cards using only words. A rebus approach can be used for words client might not recognize (e.g., GO $\xrightarrow[\text{ahead}]{}$ 4 □). Teacher plays the game with selected clients first. Students then play the game by themselves. Titles for games might be:

a) Going to Work
b) A Shopping Trip
c) My Community

*** 5. Take clients on a bus ride or walk in the community. Each client is given a checklist of directional symbols. Emphasize each client is to do his own

ADDITIONAL STRATEGIES for 4.3 continued.

work. Each checks off symbols as they are seen in the community. Discuss the different symbols seen while on the field trip. Have clients tell where and when symbols were seen.

*** 6. Take polaroid pictures of clients in the work setting. Develop a direction statement that could be accompanied with the photo. (If unable to use actual photo, use magazine pictures or photos in this resource). An example might include:

a) Client washing hands (photo)
WASH HANDS Direction statement
b) Client putting work away (photo)
BREAK Direction statement

The teacher can either talk about the activities shown in the photos and have clients give possible directional statements, or have clients match a statement to an appropriate picture. It is possible the same statement could fit more than one picture.

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I. COMMUNICATION
4. Respond to Verbals
4.4 Identifying situations where additional information is needed to understand directions

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

4.4 The client will ask for additional information when necessary.

Yes	No

A. When presented with a task that needs more directions than you provide, the client asks needed questions.

B. When presented with first photo of quizzical expression on female worker (see in this section), the client can pose questions one might ask of boss.

Comments:

INSTRUCTIONAL STRATEGIES

* Show pictures in sequence of an instructional situation (see one(s) on adjoining page leaving the final one(s) off). Ask of the clients, "What do you need to know next?" Ask what they might do next. When it becomes apparent that several responses are possible, show how different responses could turn out badly. Show client how asking questions helps to avoid mistakes.

** Present a task to the client with certain steps left out. See if client knows what needs clarification. Present some obvious ones first, then more subtle ones. You may identify the missing step first. Samples:

a) Present an unpainted item, a can of primer and a can of paint. Does client know to ask if primer needs to go on first and let dry before painting? Instruct only to "have item painted in six hours".

b) Present several grades of sandpaper (degrees of coarseness) and several chipped items needing sanding. Does client know to ask which sandpaper to use on which items (e.g., coarse sandpaper can scratch soft woods, but is usually used on the initial shape-up phase of readying for sanding, while finer grades are used to smooth out just prior to painting).

c) A sorting task: present metal pieces, bricks and wood pieces. Instruct client only about saving wood pieces over a foot long. Put others in burn pile. Does client know to ask what to do with other non-wood items?

*** Do a one-way communication exercise to illustrate how frustrating and unclear one-way communication is compared to the two-way communication that clarifying questions encourage.

Materials: dominoes or cardboard rectangles.

Set-up: place six dominoes in some pattern unseen by client.

Rules: Observers cannot communicate verbally or nonverbally any reactions during instruction-giving.

Procedure:
a) One person is the "sender" of messages. This person, who might initially be the instructor, will tell receiver how to arrange the dominoes (or cardboard pieces) in the pattern.
b) Senders must use only spoken words to receiver (no nonverbals!)
c) Client has six minutes to follow the sender's directions.

Ask receiver and observers how they were feeling during this exercise. Ask if these same feelings don't build up in the work place when they listen, but don't ask questions to make clear some direction.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Asking for Additional Information When Necessary (4.4).

* 1. Make a food selection for lunch one day, e.g., peanut butter sandwiches. Make pictorial directions for making the item. Place on separate cards. Have clients identify the steps in sequence. Remove and/or rearrange the steps in different orders. Have clients identify what step is missing or out of order. Have the clients put them in the correct order.

** 2. Clients select an item to make for lunch one day, e.g., Jello. Have all necessary ingredients available but do not put all of them out. Have clients tell or show you what they need and the steps they will follow. Put the ingredients in the order in which client will use them. Mix the order up and have the client model the order you had established earlier. The culminating activity would be to make and eat the food.

*** 3. Set up a task completion activity that has previously been done by the client (e.g., sorting task, assembly task, art activity). Select the materials needed to complete the task. Leave one or more materials out of the display. Have the client organize the materials needed to complete the task. The client must determine what else is needed to complete the task. You may wish to leave only one material out of the display first, and additional ones only if the client has developed skills in completing a task.

SEE APPENDIX A FOR SUPPLIER ADDRESSES

I. RESOURCES FOR COMMUNICATION

A= NEEDS ADAPTATION

X=WRITE SUPPLIER FOR CURRENT PRICE(S)

TITLE	GOAL	APPROXIMATE COST	SUPPLIER
1. Learning About Behavior^A	1	X	GLENDORA
2. Study Prints: "Understanding our Feelings" "People at Work"	1	6.95 each	INSTRUCTO
3. Bliss Board	1	X	BLISSYMBOLICS
4. Feelings Books: Working, Loving, Playing, Laughing	1	<2.00 each	NEW READERS PRES
5. a) Sign & Symbol Cards	1,2 & 4	10.95	MELTON PENINSULA
b) Number Cards (1-100)	3	10.95	
c) Story Telling Posters	1,2 & 4	9.95	
6. a) Recognizing and Reacting to Emotions^A (Social Learning Curriculum)	2	X	MERRILL
b) Systematic Instruction for Moderately & Severely Handicapped	3 & 4	16.95	
7. Nonverbal Communication Resource Package for Teachers^A	2	21.00	NATIONAL TEXTBK.
8. Making Sense of Our Lives	1 & 3	X	ARGUS
9. FILM: Nonverbal Communication "Without Words - An Introduction to Nonverbal Communication"^{A} (academic, professional development).	2	X	PRENTICE-HALL
10. Toward Affective Development^A	2	105.00	AMERICAN GUIDANCE SERVICE
11. Interpersonal Life Skills^A a) esp. Units 3-7 b) Filmstrip "Relationship Building Skills" Part B (#76)	2	425.00	SINGER
12. Washtenaw Intermediate Schools District - Video Film Instructional Materials, produced by: Rick Van-Tongeren & Joe Steffak a) 0021 "Name that Feeling" -mime,	2	20.00 each	WISD

TITLE	GOAL	APPROXIMATE COST	SUPPLIER
12. a) game-show format			
b) 0061 "Name That Feeling" mugged expressions with 10 sec. delay for recognition.	2	20.00 each	WISD
13. a) Feelings kit with photos	2	X	DLM
b) Motor Expressive Lang. Picture Cards I & II.	2	1.60	
c) Programmed, Teaching the Understanding of Functional Words & Phrases.	4	X	
14. Manwatching - A Field Guide to Human Behavior (approval & disapproval photos on pp.26, 68-70,73,75,77,79,186-193).	2	X (Paper)	ABRAMS PUB.
15. Photo Analysis	2	X	WYDEN PUB.
16. Innerchange[A] a) Language Arts b) Career Ed.	1,2 & 3	89.95 each	HUMAN DEVELOPMENT TRAINING INSTITUTE
17. Folkes Sentence Builder[A]	3	46.50	TEACHING RESOURCES
18. a) Functional Speech & Language for Severely Handicapped	3	39.00	EDMARK
b) Reading Program	3&4	396.00	
c) Community Sign Reading	3&4	19.95	
d) Survival Vocabularies	3&4	24.80 (8 bks.)	
19. Name-Writing	3	40.00	HUBBARD
20. from Practical Communication Skills Series[A]			
a) "Using The Telephone" (read. level 5.3)	3	1.50 each (5.50 series)	NEW READERS PRESS
b) "Machine Age Riddles" "Signs Around Town" & "Label Talk"	4	.80-1.75 each	
21. Using the Telephone[A] (read. level 4)	3	3.95	MAFEX
22. Telephone & Telegraph	3	X	LOCAL TEACHERS STORE
23. Parents Yellow Pages[A]	3	7.95	ANCHOR/DBLEDA

TITLE	GOAL	APPROXIMATE COST	SUPPLIER
24. "Using the Telephone Book"	3	24.95 (filmstrip,cassette, & instructor's guide)	INTERPRETIVE ED.
25. Cuisenaire Rods	3	X	LEARNING GAMES
26. Food Signs,Street Signs, Store Signs & Signs in Color	3&4	X	EDUCATIONAL ACTIVIITES
27. Sourcebook of Language Learning Activities: Instructional Strategies & Methods[A] (esp. pp.34-35, 119-122)	3	<20.00	LITTLE BROWN & CO.
28. a) Favorite Menus, Yellow Pages,Using Cereal Boxes, Telephone Power (read. level 3-5)[A]	3&4	4.95 each	ENRICH
b) Programmed cassettes in kits on many topic areas self-correcting, manual programs on colors,shapes, nos....	3&4	20.00per box of four cassettes	
29. Real Life Reading SKills[A]	3&4	49.00	SCHOLASTIC BOOKS
30. a) Sign Language Books A-D	3&4	1.90 per +.50 set of flashcards	JANUS
b) Don't Get Fired (2.5 R.L.)	3&4	2.95	
c) Using the Want Ads (2.5 R.L.)	3&4	2.85	
31. a) Programmed: A Parent Teaching Package - Word Recognition	3&4	X	UTAH STATE
b) Programmed: Matching Sizes, Shapes, & Colors	3&4	X	
32. Pacemaker Core Vocabulary	3&4	4.60	FEARON/PITMAN
33. Collating, Sorting & Filing Job Skills - A Pre-Vocational Training Program (1200 cards)	3&4	225.00	EBSCO
34. a) Sorting Tray	4	6.95	TEACHING RESOURCES
b) Sorting Box & Accessories	4	30.00	
35. Following Directions A-D[A]	4	X	BARNELL-LOFT
36. Competency-based Live-ability Skills(CLASS)	3&4	116.60set (1.68 per wkbk.)	CLOVIS

TITLE	GOAL	APPROXIMATE COST	SUPPLIER
37. Adult Reading Program	3&4	24.00 cassette/set (7 wkbooks, 2 cassettes, 1 file box, 1 tcher. manual)	STECK-VAUGHN
38. Reading for Life	3&4	3.85 per	CAMBRIDGE
39. Book 3 (PPTP) Basic Communication Skills: Classifications & Concepts. (Power pictures functional & relevant items plus terms that are related to Position, Quantity, Time, Direction, Attitude & Temperature.	4	39.10 (280 pp. 93 picture cards)	WALKER BOOK CORP.
40. Functional Reading Survival Skills - Set A (R.L. 3 & up)	4	3.95 (8 color posters & duplicating sheets)	BASIC LEARNIN CORP.
41. The Dynamic Assessment of Retarded Performers and Instrumental Enrichment: An Intervention Program for Cognitive Mobility	1-4	< 20.00	UNIVERSITY PARK PRESS
42. Reasoning Ability of Mildly Retarded Learners, Goldstein, H. &M.	1-4	< 10.00	COUNCIL FOR EXCEPTIONAL CHILDREN
43. Local Teacher Supply stores for: Wipe-off Cards, Matching Puzzles, Duplicating Masters (esp. for following directions, matching or learning: nos., colors, picture words, time-telling, workers & their tools) Most will need adaptation, designed for K-12	3&4	6.00 each	MANUFACTURERS Frank Richard Instructional Fair's "Task-Master", Instructo, Milliken

II. INTRA/INTERPERSONAL

5. THE CLIENT WILL DEMONSTRATE DECISION-MAKING ABILITIES.

The Client will:

5.1 initiate steps for reaching a chosen goal.
5.2 identify ways of handling stress.
5.3 demonstrate through actions an ability to make decisions.

5. THE CLIENT WILL DEMONSTRATE DECISION-MAKING ABILITIES.

Date Completed

ASSESSMENT CRITERIA

Pre	Post

Yes	No

5.1 The client will initiate steps for reaching a chosen goal.

A. When a three-step sequence is presented in pictures/photos, the client can place these in proper sequence.

B. When client's presented with an activity requiring at least three planning steps, client can name steps. Sample:

a) "What must you do to fix cereal?" (Select box, get bowl and spoon, pour in bowl, pour on milk).
b) "What must you do to go out to lunch?" (Choose restaurant, locate transportation, get coat . . .).

Comments:

INSTRUCTIONAL STRATEGIES

* To teach sequencing skills (as a prerequisite for identifying steps to reaching a goal), use a comic strip which tells a story, or use the photo sequences in this curriculum. Try to have only three pictures to begin with, and ask the client to place these in a logical order.

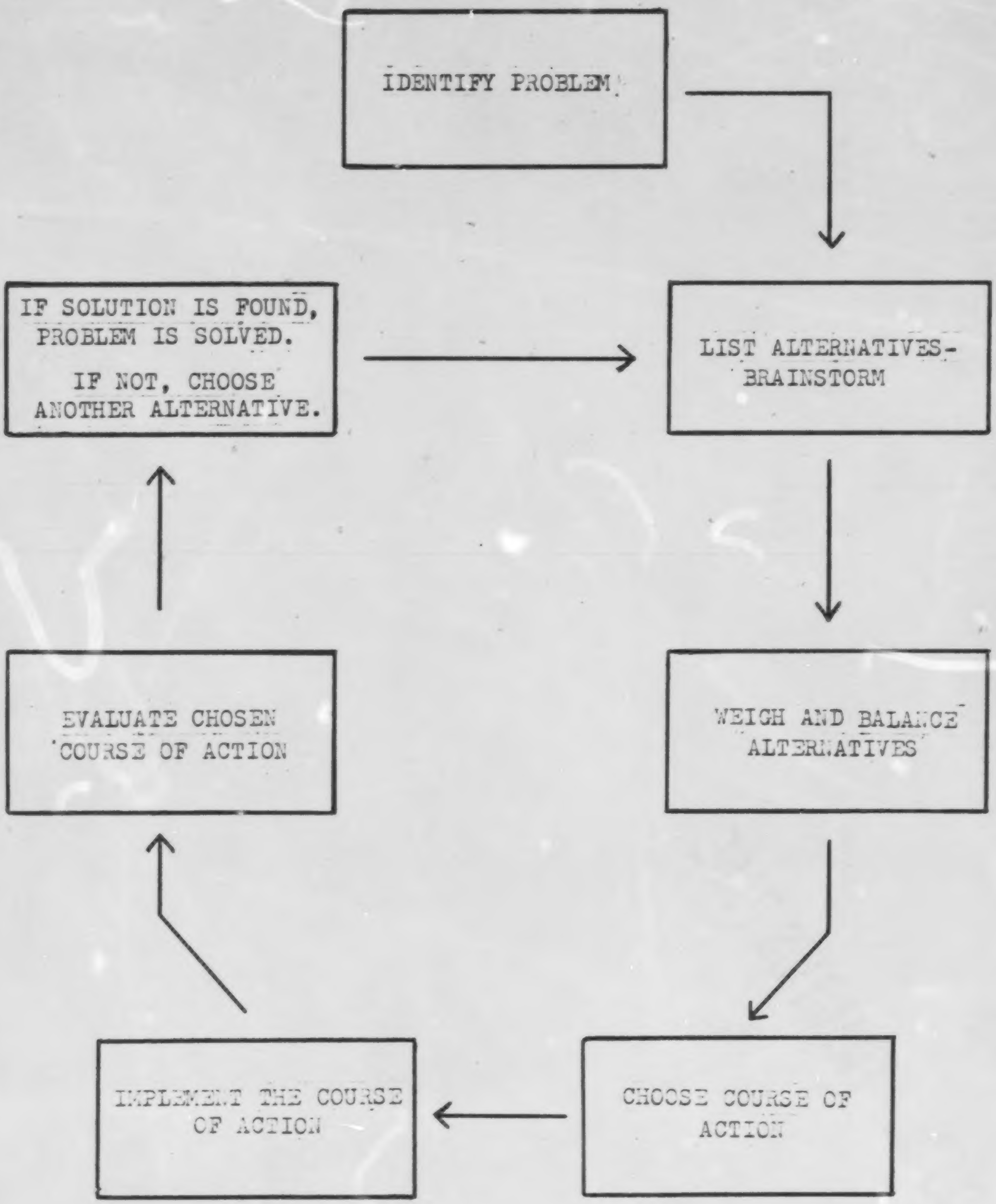
** Present several routine situations (e.g., making a recipe using a mix or convenience foods, or matching of seasonal pictures to calendar months, or the like). After clients choose one, assist them in describing how they would accomplish the project. List ideas on board, helping clients re-define and sort through them to arrive at an orderly and sequential plan. Example: Discuss preparation and procedure for making jello, listing steps on the board in order given by clients. Go back through and reorder suggestions, with clients help, until a useful order is worked out. Discuss why correct order is important to reaching a goal. Immediately after the planning phase, do the actual project/activity.

Generalize: After several days (and then a week), ask client to do the same activity, but without as much guidance or assistance.

*** Using the Decision-Making chart on the next page, have a client pose some problem and see if he/she can follow the problem step-by-step through the chart to a solution. Can client add any missing steps?

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

Decision-Making Process


IDENTIFY PROBLEM
LIST ALTERNATIVES-BRAINSTORM
WEIGH AND BALANCE ALTERNATIVES
CHOOSE COURSE OF ACTION
IMPLEMENT THE COURSE OF ACTION
EVALUATE CHOSEN COURSE OF ACTION
IF SOLUTION IS FOUND, PROBLEM IS SOLVED.
IF NOT, CHOOSE ANOTHER ALTERNATIVE.

ADDITIONAL STRATEGIES for Reaching a Chosen Goal (5.1).

* 1. Task analysis through concrete examples. Ask clients why sorting pencils correctly is as important as having completed all the sorting. Show one box of pencils with all colors, and another done correctly with but one color. The small steps (e.g., sorting each color) to reach a goal (e.g., all sorted) are each equally important. By skipping steps one may need to repeat something, and/or take longer to go back to fix a missed step. Start with steps involved in a small goal (e.g., making a bowl of cereal) and move to larger goals (e.g., going to lunch).

** 2. Simulate. Present a hypothetical work situation, such as assembly or collating, and ask clients to set up the job in whichever way would be useful. Then discuss with clients ways to improve their set up. Emphasize that there may be several correct ways and try not to make personal comments when critiquing. Some graphics in curriculum may assist in this (see those for Initiating/Ending tasks - 2.9, p. 65).

** 3. Have group decide on a joint goal. Then break down into small steps to see what needs to be done to attain that goal. Help clients meet appropriate goal (e.g., going out for lunch, having a potluck, cooking . . .). Possible steps:

a) Decide where you're going;
b) Attendance sheet;
c) Secure transportation;
d) Arrange to bring money;
e) When;
f) Decide on what staff you'd like to invite along.

** 4. Chart daily progress on some worker trait that includes all clients in class. Choose a universal goal -- I will be a good worker. What are some things that we must do to be good workers?

a) attendance
b) punctuality
c) grooming
d) cooperation
e) attending to task

Discuss the importance of each area and ask each client to rate self daily on each point, using a scale such as the following:

a) excellent
b) good
c) fair
d) poor

ADDITIONAL STRATEGIES for 5.1 continued.

After three to four weeks, take an overall look at progress toward goal. Gradually work up to a weekly rating rather than daily.See p. 180 for chart.

*** 5. Have each client choose a goal and discuss with the group if it is realistic. It could be as simple as wanting a hamburger from Wendy's.

*** 6. Give client some anticipatory situations (verbally or through pictures). Practice predicting (inferring) cause and effect relationships. Complete the following:

a) If you walk in shop without safety glasses, you might ______________ (hurt eyes).

b) If you're standing near a spot where sparks are flying (say a torch), you could ________________ (get hurt, so step back).

c) If you see a tear in your grocery bag, you should ______________ (add another sack or end up with groceries on the floor).

d) If you spend all your paycheck right after pay day you may find ____________ (no money for the rest of the month).

II. INTRA/INTERPERSONAL
5. Decision Making
5.2 Handling stress (recognizing)

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

5.2 The client will identify ways of handling stress

Pre		Post	

5.2 A Recognizing stress.

Yes	No

A. The client can state examples of what stress feels like.

B. The client can state when it is likely he/she will feel stress.

Comments: Related Skills: "Basic emotions"-(1.1 esp. 1.1.2***), "Attention seeking" - (6.3), and "Requesting assistance" - (7.3).

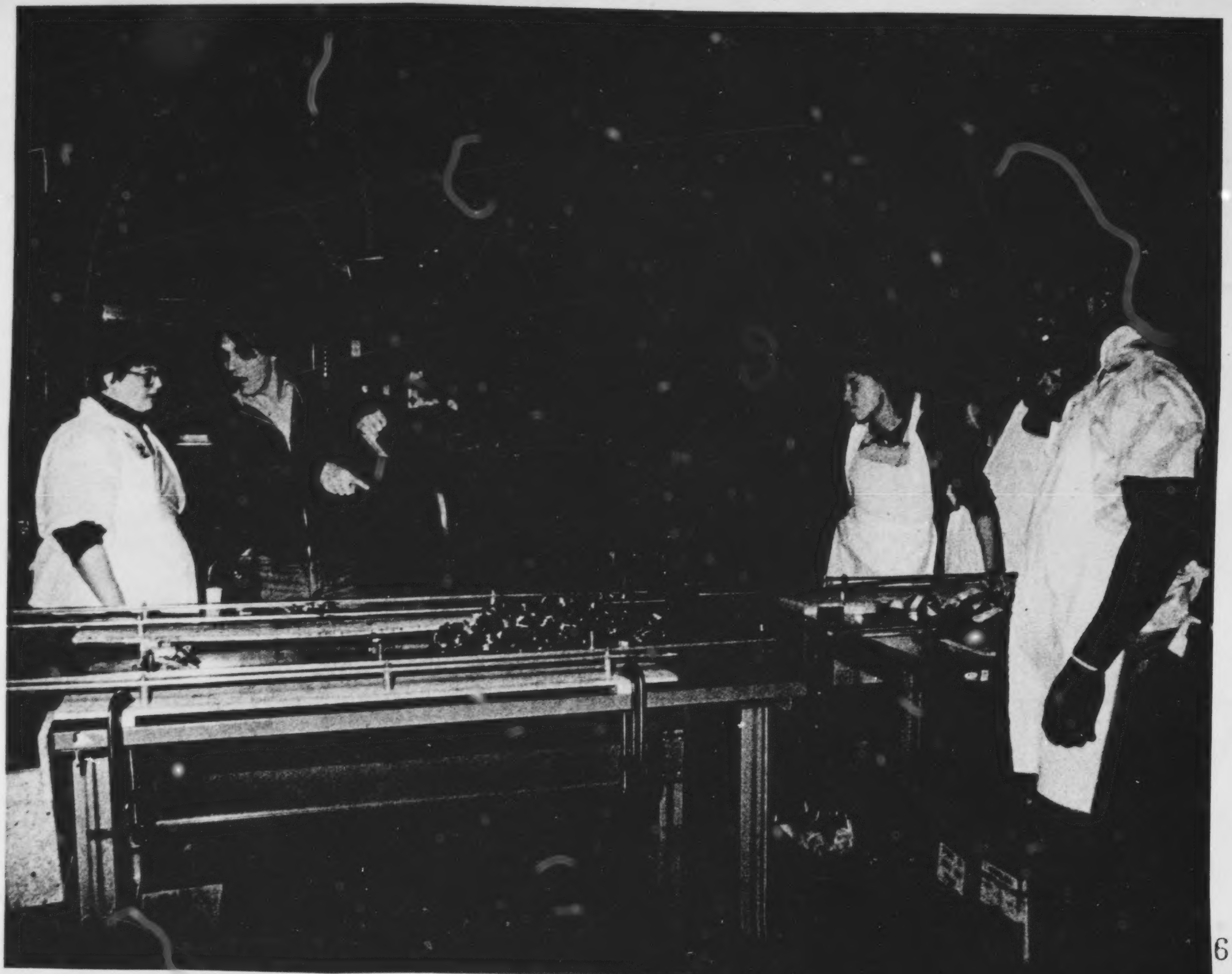
INSTRUCTIONAL STRATEGIES

* Ask client to define frustration and write examples on the board. Define the words "frustration" and "stress" through examples. Give other examples and ask clients what is common to all the examples. (They may say "anger," so then begin to show difference between anger and frustration). When comparing two emotions, chart two columns on board that show common elements and differences. Examples:

a) Not getting what you want.
b) Trying to learn a new skill.
c) Doing a jigsaw puzzle and finding some of the pieces missing.
d) Going somewhere and something gets in the way.

Explore ways of dealing with frustration.

a) Accepting it as an "OK" feeling.
b) Trying to remain calm and patient.
c) Realizing that you can't always have your way.
d) Trying not to blame.
e) Leaving the situation after excusing yourself.



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** Videotape a stressful situation or show a film clip of one to clients. Ask clients to point out the moment that they realize stress is occuring. Examples can range all the way from someone being yelled at to very subtle situations as someone waiting to be interviewed for a job. Would be good to point out that not all stressful situations revolve around fights.

*** Discussion. Stress can be from inside us or outside us. There are many times we're most likely to feel stress. Examples:

a) A parent is sick and you are worried at work. You find you're not working well because you are upset (see also "Requesting Assistance" - 7.4).
b) We become upset at things we can't control, like the bus being late, a co-worker falling behind, a boss arriving in a bad mood.
c) We are likely to be more upset at some things if we let our body run-down and don't watch:

    1) consuming too much caffeine (pop, tea, coffee have lots!)
    2) consuming too much salt and sugar
    3) not getting enough rest
    4) not getting enough exercise

d) Deal with stress by:

    1) Talking with a person who will like listening or helping us.
    2) Getting active in something else (ask to be excused for a short time, or take a short break if it's frustrating work).
    3) Beating on something that can use our energy (e.g., knead dough, mold clay, dig or rake, but don't kick living things or people).
    4) Doing other things like resting, day dreaming or getting involved in activity.

II. INTRA/INTERPERSONAL
5. Decision Making
5.2 Handling stress (recognizing)

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

5.2 B Handling stress.

Yes	No	
		A. Client can state three stressful situations and healthy ways to react to them.
		B. When presented with some stress, client can handle stress. (Success here means not calling undue attention to oneself or escalating the problem).

Comments:

INSTRUCTIONAL STRATEGIES

* Matching. Everyone makes mistakes, but oftentimes clients find mistake-making a very stressful situation. There is generally a cause behind making a mistake. Examples:

a) lack of skill
b) carelessness
c) poor judgement
d) misunderstanding of information
e) fatigue
f) illness (the body is overworked and "frustrated" at being pushed too hard or not being treated well enough)

Place these (and others) on the board. Put out a number of pictures from within this guide. Ask clients to match the picture to the reasons for stress that you have listed on board.

** Simulation. Set up an assembly job in which materials are missing (see "Requesting Assistance" - 7.4). Observe clients' reactions. Point out that this situation can be less stressful. Ask client to think of ways to handle this situation.

II. INTRA/INTERPERSONAL
5. Decision Making
5.2 Handling stress (recognizing)

Suggest some stressful situations (being late, an incident requiring a time-out, being ill) and ask clients to add some ideas of their own and talk about ways in which they can be resolved or avoided. Talk about these, then relate a situation in which you made a mistake, emphasizing that everyone makes mistakes. Ask clients for mistakes that they have made, and discuss ways in which they could have been avoided.

*** Videotape or role play situations for clients where stress is handled inappropriately. Examples:

a) Your boss tells you you've made a mistake and you cry and throw a temper tantrum.
b) You're waiting to be interviewed for a job and you chew your pencil and ask the secretary a million questions while she's working.

Ask clients to describe the stressful behavior and explain why it is not the best way to act (see also graphics for Goal 6).

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

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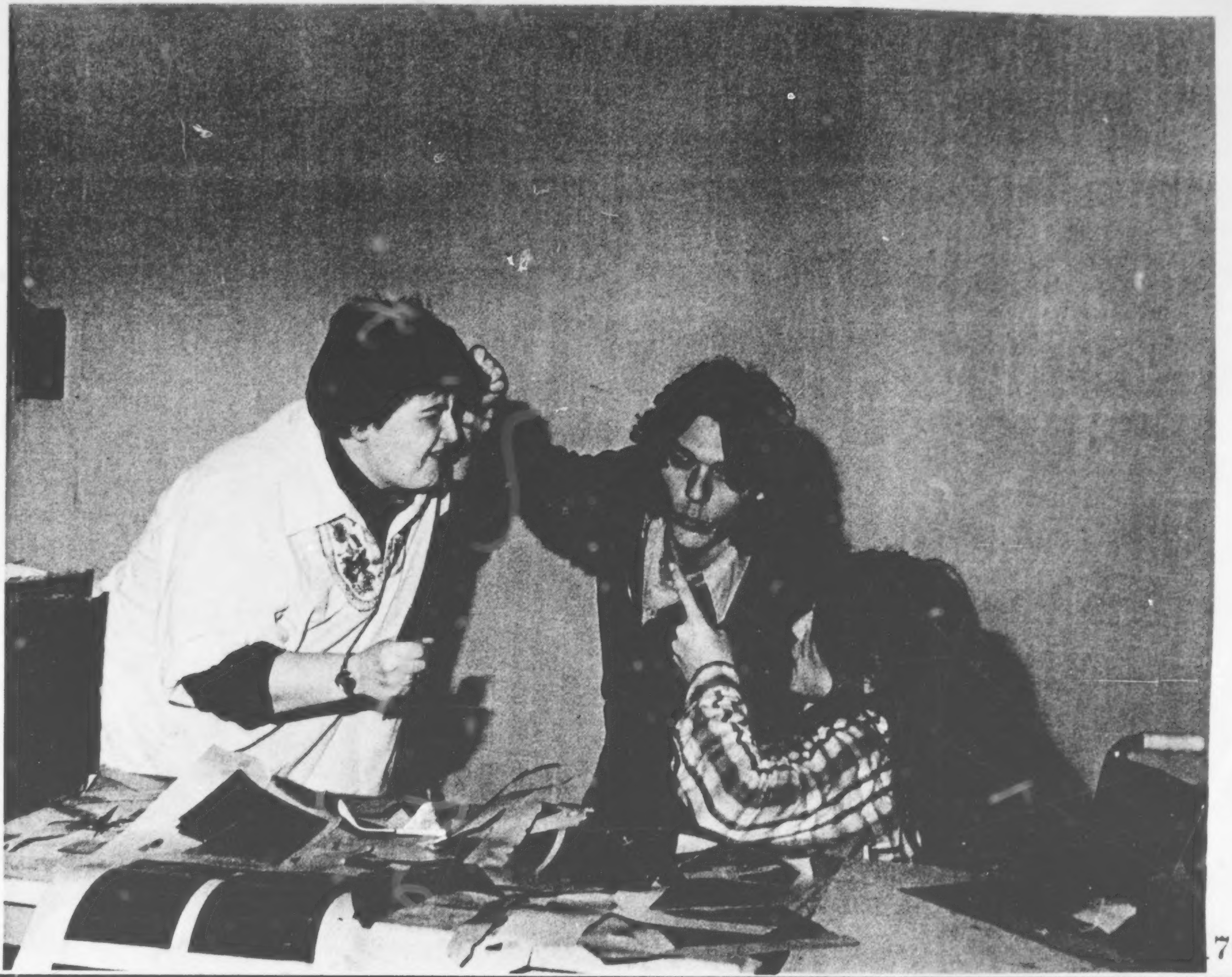


ADDITIONAL STRATEGIES for Handling Stress (5.2).

* 1. Teacher presents a list of stressful and non-stressful topics. Put two columns on board, (1) stressful and, (2) non-stressful. Review list, one item at a time, and let group place item in correct column. When columns are finished, go back over non-stressful list and find those things that could possibly be stressful to one person and not another.

** 2. As a group, think of as many words as you can that mean stress or stressful. Teacher should keep a Thesaurus on hand as clients may have trouble thinking of synonyms. Examples: nervous, anxious, frustrated, uptight, afraid, pissed off, depressed, sick. Talk about how each of these affect people in different situations.

*** 3. You may wish to discuss with your clients real stressful areas for them, such as seizures, medication, handicaps, being "different". This may be suggested for the social worker, as it can be a sensitive area. What feelings or opinions do they have about each other's handicaps (mentally retarded, physically handicapped, blind). You may wish to dispel some myths that they hold about each other by showing films meant to educate non-handicapped individuals. One such film series is the Feeling Free Series (see General A-V Resources). Delightful series of six films designed to help students feel free with their handicapped peers and to help handicapped children to feel free to be themselves. Films deal with dyslexia, blindness, deafness, crerbral palsy, dwarfism . . . .

II. INTRA/INTERPERSONAL
5. Decision Making
5.3 Actions to make decisions

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

5.3 The client can demonstrate through actions an ability to make decisions.

Pre		Post	

5.3 A Thinking for yourself - discrimination.

Yes	No	
		A. Client can distinguish statements of fact from those of opinion.
		B. Client can identify an unseen object through feel alone.
		C. Client can hear or see a short story and answer questions about its content.
		D. Client can distinguish fantasy from reality.

Comments:

INSTRUCTIONAL STRATEGIES

* Fact/Opinion game. Have clients sit together in a group. Each client gets a turn to make a statement. The others must decide if it is fact or opinion (not true or false).

** Ask clients to look at some items you display that have some things in common (e.g., length, weight, shape, sharpness) like cooking utensils (knives, spoons, spatulas, forks - long narrow items). Then put utensils in different color cloth bags that clients can feel the shapes through, and pass around in a circle. Each person communicates what he feels. (Because this exercise involves gathering data and drawing inferences, it is good practice in language enrichment, lots of adjectives, and in making fine discriminations as well as decisions). List on the board the clients' votes for what's in the "red bag," then have the holder of that bag reveal what is actually in that bag. Continue this until all bags have been guessed. This activity can start with two fairly different items (or one unseen item) and progress up to three or four very similar items. It is limitless in its levels, and enjoyable on many levels.

*** To learn to discriminate between fact and opinion, show a videotape or have staff role play a situation in which one is asking the other to do something and the other refuses. Ask clients for their responses to what happened. List two headings (Fact/Opinion) on the board and ask clients to decide which column their responses belong in.

a) Who were those people?
b) What were they wearing?
c) What happened?
d) Who was right? Why? (opinion)

Point out the two lists and ask which are opinions and which are facts? Establish the difference between the two. A fact is a statement which can be verified (seen and measured - e.g., The men are six feet - it may be a false fact, but we can measure them and find out!). An opinion is someone's idea about something and can only be thought a "sound" opinion if lots of reasons for believing it are given. It can never become a fact. A sound opinion though, (e.g., Sue is a friend because she's always there when I need a friend), may be more useful than a silly or untested fact.

Have clients add more facts and opinions about the role played situation to the appropriate columns.

a) What are some of the opinions of the various characters?
b) What are some of the facts about the characters?

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

Date Completed

ASSESSMENT CRITERIA

Pre	Post

5.3 B Thinking for yourself - choices.

Yes	No	
		A. Client can state two possible solutions to a problem situation (e.g., You're out of work materials. You could ______ (e.g., go home, ask for help)).
		B. Client can state two appropriate ways to solve a problem (e.g., You're out of work materials. You could ______ (e.g., get some more from boss, borrow some from co-worker, ask for help from supervisor . . .)).
		C. Given a choice of activities, client can choose one.
		D. Client can analyze options in order to make best choice for him, e.g., What way do you choose to get to work? Whatever answer, then ask, "Why not a ______?" (car, bus, taxi)).

Comments:

INSTRUCTIONAL STRATEGIES

* In a real life situation, where a choice must be made, observe client's decision-making ability. Immediately after the choice is made, talk about the decision, why and how that decision was made, and possible alternatives that were not considered.

** What are your choices:

a) When people yell at you?

Solutions: walk away, ignore them, talk calmly.

b) When someone calls you a name?

Solutions: don't listen, ignore them, think of something else

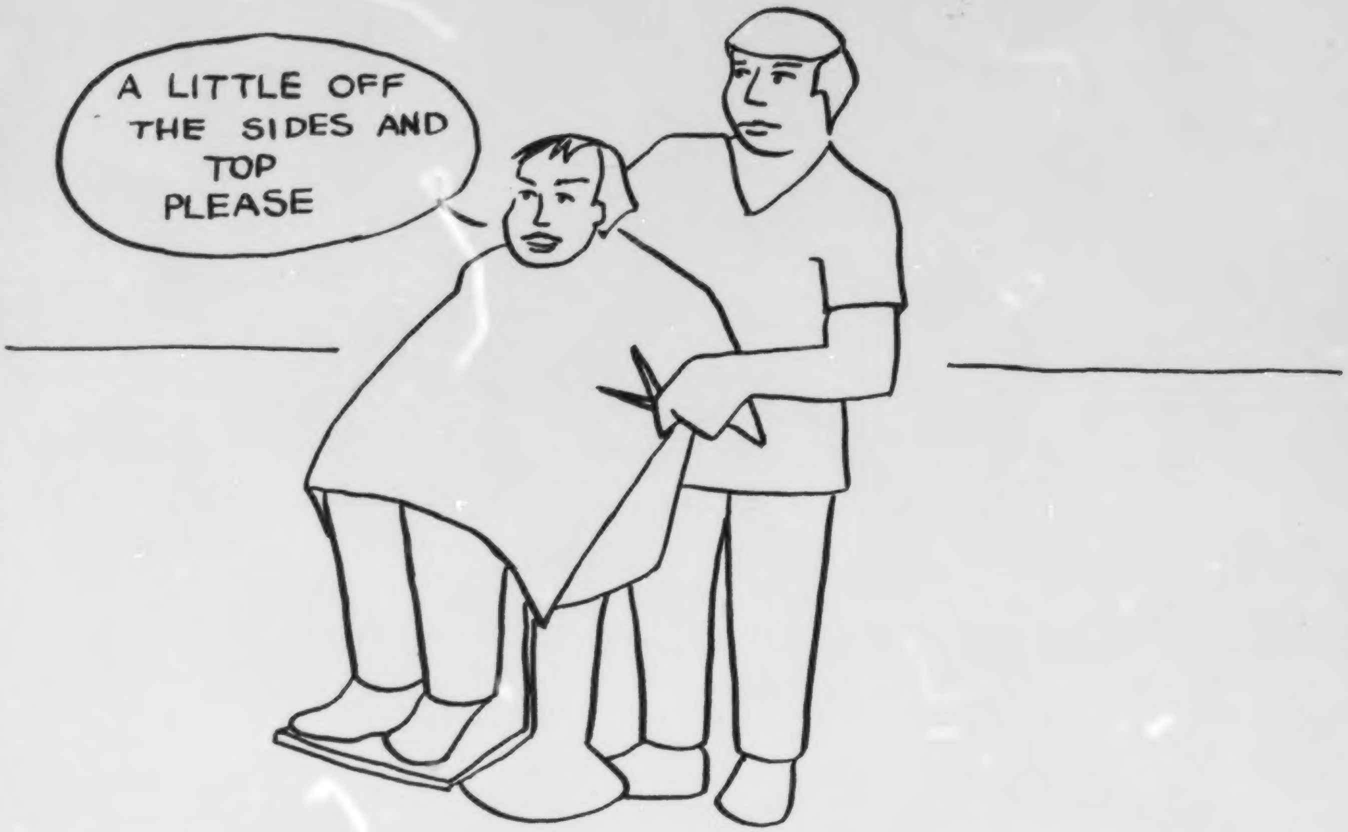
c) When you are sick/ill?

Solutions: go to the doctor, take medicine, rest, do what advisor (parent, doctor . . .) says

*** Create three situations that involve making a choice.

a) Give clients a choice of one of three activities.
b) Give clients complete freedom to choose any activity they wish.
c) Have clients choose two partners and the three of them must decide on an activity together.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.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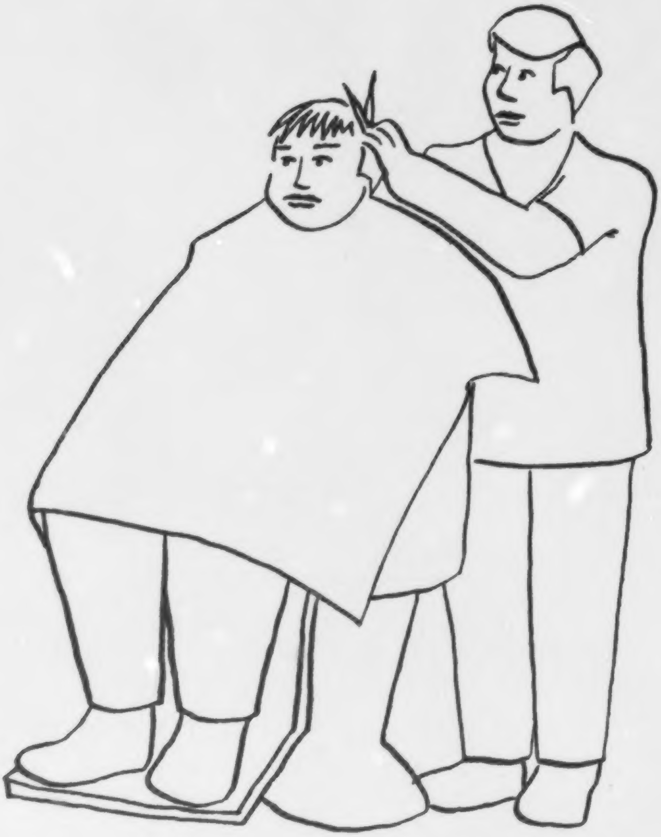


ADDITIONAL STRATEGIES for Decision Making (5.3).

* 1. Show clients an art print and ask them to describe it. Write down their responses. Go back over them and as a group, determine if the responses were fact or opinion.

* 2. To discriminate gossip from information, play the game "Telephone". Get group in a circle. Whisper a short sentence to a client (e.g., "Work is getting hard 'cause there are fewer breaks"). They whisper what they think they heard to the next person in the circle, and the chain continues until the last person who says it aloud. Does message change as more people carry it? Why? How can you stop gossip? When should you know that something is probably not very factual?

** 3. Present client with two choices, neither very appealing, and discuss how to break-down choices to find the lesser of two evils, to make the best choice.

** 4. Ask client to pick facts from opinions from the statements you read. Put them in two columns on board. Then ask of those in each column, which are worth looking into (either measuring if a fact, or talking over for soundness if an opinion). Take one arguable statement from each column and list client's reasons for believing it. Remember, opinions are neither true nor false. Sample facts:

a) Christmas comes in December.
b) Some roses are red.
c) Sue has brown hair.

Sample opinions:

a) Every day is a good day.
b) Some flowers are ugly.
c) Brown hair is best.

*** 5. To learn to discriminate between reality and imagination, borrow from your County Library or ISD Materials Center, a science fiction film (a segment from Star Trek would be ideal). Science fiction works well. Westerns have already happened in reality - Star Trek is still in the future. Show the film and discuss, emphasizing the fantasy in it.

Sample from Star Trek:

a) Is there really such a thing as a Vulcan at this time?

ADDITIONAL STRATEGIES for 5.3 continued.

b) Do the planets they visit exist as far as we know?
c) Do Klingons exist?
d) Who is Leonard Nimoy?
e) Are his ears really pointed?
f) Does the Enterprise exist?
g) Do space ships exist?
h) Do they visit other planets?

*** 6. To learn to discriminate between true and untrue statements, videotape or role play a situation where a purse is left on a table. Two people approach and one steals money while others look on. A third party enters and asks, "Where is the money?" Both deny - open-ended discussion follows.

a) Did someone steal something?
b) Is stealing wrong? Why?

*
**
*** 7. This strategy is applicable at many levels but teacher must feel comfortable in being spontaneously responsive, and a listener, so as to direct it along client interests. It can only have a skeleton of a plan ahead of time.

Generate a situation to play-act that requires some planning (e.g., taking a trip, interviewing for a job, going grocery shopping, cooking a dinner, planning a day, getting to work . . . .). This can be very simple to quite complex (e.g., pouring a glass of milk, to getting dressed or taking a car ride).

Get everyone involved in the steps and choices along the route to the plan as you're pretending. This is great fun, but the lowering of inhibitions requires a commitment over time to this strategy.

II. INTRA/INTERPERSONAL

6. THE CLIENT WILL INTERACT APPROPRIATELY WITH OTHERS.

The Client will:

6.1 demonstrate physical respect for self.
6.2 demonstrate physical respect for others.
6.3 demonstrate appropriate attention-seeking behaviors.
6.4 demonstrate affection appropriately.
6.5 demonstrate respect for other's privacy.
6.6 demonstrate respect for other's property.

II. INTRA/INTERPERSONAL
6. Interacting appropriately with others
6.1 Demonstrating physical respect for self

6. THE CLIENT WILL INTERACT APPROPRIATELY WITH OTHERS.

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

6.1 The client will demonstrate physical respect for self.

Yes	No

A. Upon request, the client can verbalize why it is important to treat himself well physically.

B. Upon request, the client can name three ways of showing physical respect for self.

C. The client actually shows physical respect for self.

Comments: Related Skills: "Work Site Rules" (7.2) and "Identifying Unsafe Working Conditions" (8.3).

INSTRUCTIONAL STRATEGIES

* Have client look through magazines for pictures of people in activities that show physical respect for themselves (e.g., men or women properly grooming themselves). Ask the client how grooming demonstrates physical self respect (keeping clean, feeling good about self). In contrast, ask client to look through magazines for pictures of people in activities that show physical disrespect for themselves. Again, have client cut these out and explain how the activities demonstrate disrespect for self. Have client divide a sheet of poster board into two areas: 1) respect for self, and 2) disrespect for self. Then have client past the pictures taken from the magazines to the side that the picture represents.

** Instructor addresses a small group of clients explaining how to have respect for themselves. The clients talk about self-respective behaviors to each other, The instructor then begins to display behavior that shows disrespect for himself (e.g., biting nails, pulling hair . . .). The clients point out and identify these behaviors, separately and individually. The instructor then displays behaviors showing both respect and disrespect for self. The clients are to identify and differentiate between the two.

*** Discuss other ways of showing physical respect for self (e.g., prevention and avoiding of potential accidents, following safety rules, handling stress, driving safely, using seat belts . . .). (See also "Work Site Rules" - 7.2 and "Identifying Unsafe Working Conditions" - 8.3).

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Physical Respect for Self (6.1).

* 1. When self-abuse is observed, prescribe the proper behavior modification. The treatment must be appropriate to the particular client. Chart the client's progress.

* 2. Ask clients as a group to match pictures of foods with the correct food group. As teacher, you can hold up a picture and ask clients to tell you to which group it belongs. Possibly you could tack up pictures of food divided into food groups on a bulletin board.

** 3. With clients, talk about the four food groups (milk, vegetables-fruit, bread-cereal, meat) and the benefits of each. Examples:

a) milk group - calcium: strong bones
b) meat group - protein: energy

** 4. Nutrition and exercise. Have clients generate reasons why treating themselves physically well is important. What are foods that treat the body kindly? What are some life-long sports and/or exercises that are healthy and fun? Where might one take a class for one of these? (Community Education, or start one in a group home)

*** 5. After the clients discuss what behaviors constitute self-abuse, instruct them by role playing a situation. Instructor will role play various acts of physical disrespect for self (e.g., biting nails, picking at self). The instructor should stop the role playing after every third situation, and then asks the clients in the group to identify what self-abusive behaviors were displayed. Then the instructor should have clients role play self-approving behaviors as well. Clients in the group should also be able to identify these. All members of the group should take part in role playing positive behaviors. The instructor **is advised** to play the negative roles.

*** 6. Each client identifies a person he/she admires, whether it be a T.V. personality, or someone he knows, like a boss, parent . . . . The client is to describe this person, what he/she looks like, how he dresses, what he does (job), how and where he lives - all positive traits. The instructor then asks client if he imagines this person to:

a) hit himself
b) pull at his hair

ADDITIONAL STRATEGIES for 6.1 continued.

c) scratch himself
d) bite nails

Try to focus on any individual self-abusive behavior demonstrated by class members. When the client recognizes that the admired person doesn't have these behaviors, ask: "Why or why not?" "How can you tell?" "What makes you think so?"

II. INTRA/INTERPERSONAL
6. Interacting appropriately with others
6.2 Demonstrating physical respect for others

Date Completed

Pre		Post	

ASSESSMENT CRITERIA

6.2 The client will demonstrate physical respect for others.

Yes	No	
		A. The client generally responds in an appropriate manner when others show him physical disrespect.
		B. The client generally allows others physical space while talking with, standing or moving by them.
		C. The client generally treats others with physical respect.

Comments: Related Skills: "Personal Distance" - (1.3).

INSTRUCTIONAL STRATEGIES

* Draw chalk circles on the floor (one for each client and for staff). Make circles far enough apart so that clients can not touch another. Then instruct clients to move in whatever manner they desire within their own circle. (To set the mood for their movements, choose appropriate accompanying music). Explain to clients that each of us desires and needs physical space of our own, that we do not like to be crowded and that it bothers some people more than others when someone enters their space. (See also "Personal Distance" (1.3) & "Directional Symbols" (4.3) p.116 # 3**.

** Situations: What are some responses to verbal reprimands such as:

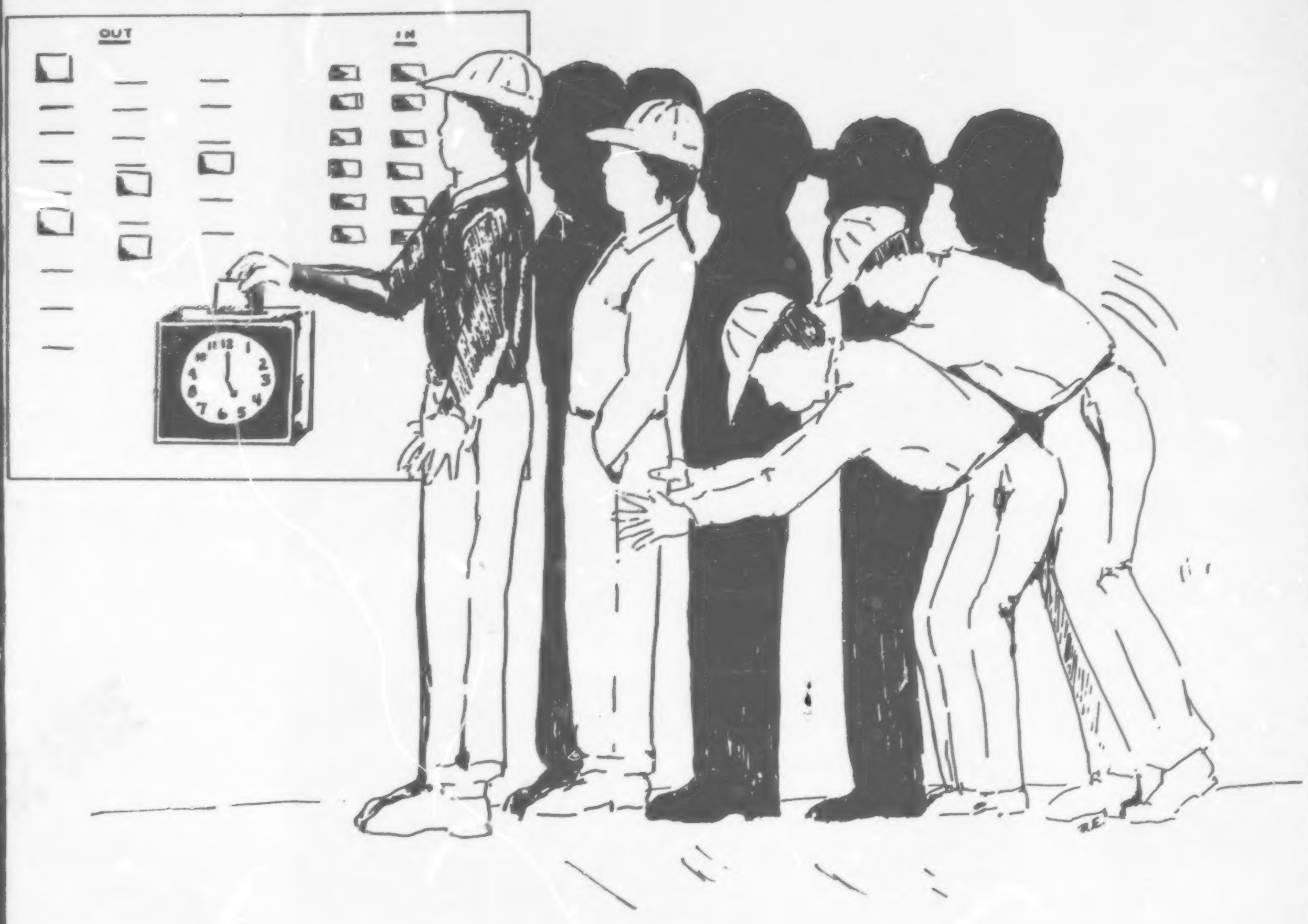
a) You did a lousy job on this!
b) Could you work a bit faster?
c) You're always so sloppy!

(See also "Handling Stress" - 5.2 and "Identifying Consequences" - 7.3). We can verbally or physically abuse someone when angry. What is likely to happen if we do? What else might we do? Could we cry? When and where might crying be as acceptable to others as other reactions? (e.g., at home).

*** What would be the clients' appropriate response to someone hitting them? Role play various physical outcomes to such physical assaults as:

a) Someone pushing in a food line.
b) Someone getting angry and knocking or pushing someone a little.
c) Someone telling you to "Shut up!"

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.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ADDITIONAL STRATEGIES for Demonstrating Physical Respect for others (6.2).

* 1. Ask clients to identify what you demonstrate:

   a) asking another to move.
   b) having a client criticize you, and you reacting acceptably.
   c) getting angry when something falls off your desk.
   d) your response to someone bumping you.

   To move this to a different level, ask clients to imitate you as you do these actions.

** 2. Ask clients to generate ideas about what could happen if they encroach on someone else's space.

   a) They back up.
   b) They push you away.
   c) They hit you.

   Point out that entering someone else's space when he/she is angry could be dangerous. With a client, or another staff member, model each of the situations above.

*** 3. Discuss with clients how they might feel if someone verbally abuses them. Be sure to give some examples of verbal abuse and differentiate between good-natured kidding and verbal abuse. Ask, "How do you know when someone is kidding?"

II. INTRA/INTERPERSONAL
6. Interacting appropriately with others
6.3 Demonstrating appropriate attention-seeking behaviors

Date Completed

Pre		Post	

ASSESSMENT CRITERIA

6.3 The client will demonstrate appropriate attention-seeking behaviors.

Yes	No	
		A. Upon request, the client can verbalize three acceptable ways of getting attention.
		B. Upon request, the client can verbalize three unacceptable ways of seeking attention.
		C. The client understands the difference between requesting assistance and requesting personal attention.

Comments:

INSTRUCTIONAL STRATEGIES

* Give clients a simple assembly task to perform and tell them that if they require your help or attention they must raise their hand and silently wait for you to come to them.

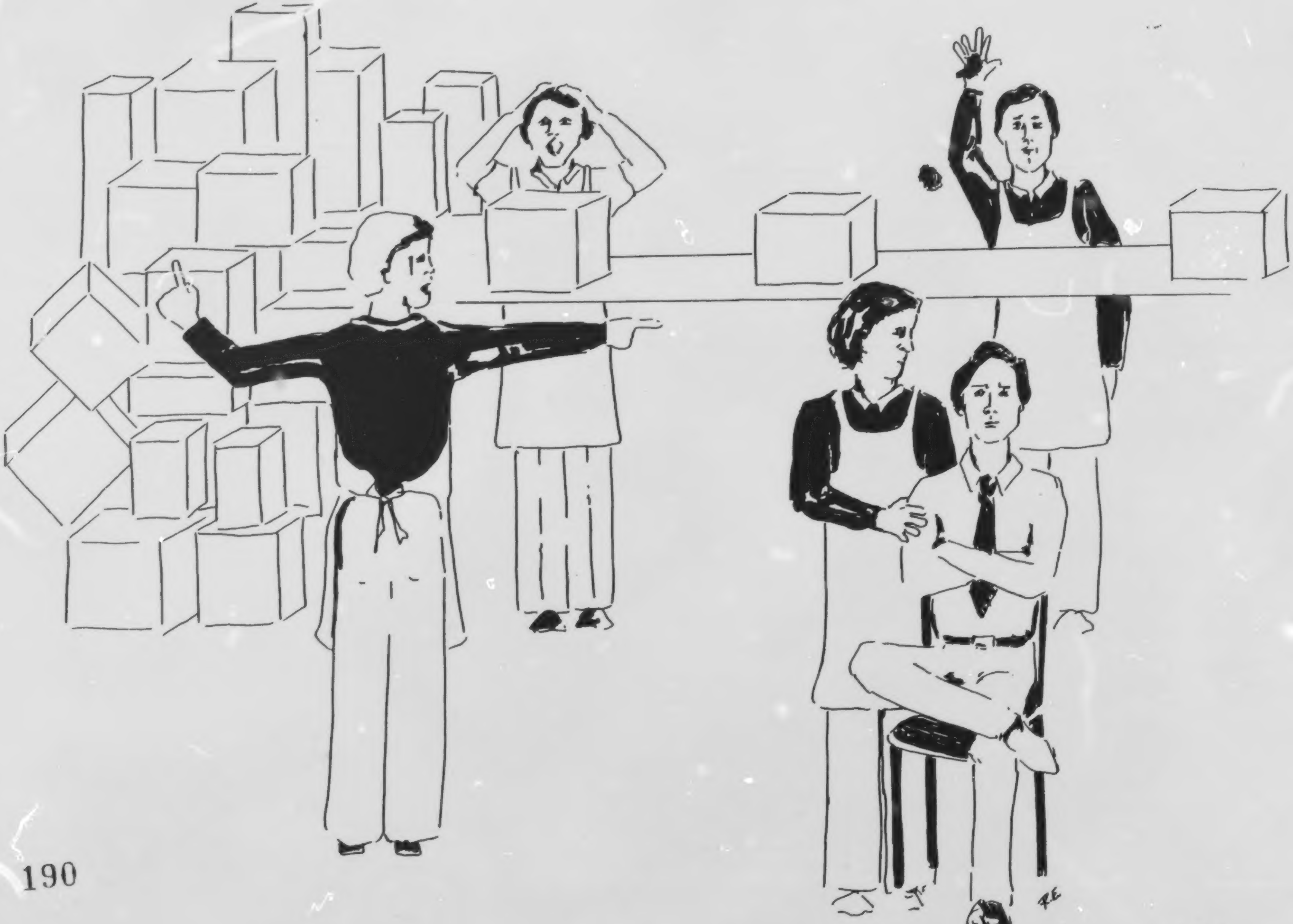
** Demonstrate several ways (both appropriate and inappropriate) of seeking a supervisor's attention. Then, coming to a group decision, define which of the ways would be best.

*** Discuss and role play ways of appropriately seeking attention.

a) Make eye contact with person with whom you wish to speak.
b) Say "Excuse me" when necessary to interrupt someone who is busy (e.g., writing at desk talking with someone).
c) Ask to speak with employer when he/she is available.

d) Leave oral and/or written messages with secretary or receptionist.
e) Raise hand for assistance when necessary/appropriate to situation.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.



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ADDITIONAL STRATEGIES for Demonstrating Appropriate Attention-seeking Behaviors (6.3)

* 1. Ask clients to look through magazines and find pictures of people seeking attention (e.g., kind of clothes worn, hairstyle, activity). Clients should then explain if the picture they found was a positive or negative bid for attention. Show all pictures to the group and let them have a chance to agree or disagree with original client's estimate of picture.

* 2. Have clients in a group look through magazines and cut out pictures showing attention-seeking behaviors, either positive or negative. Clients then should explain their choices as either positive or negative. Instructor will monitor each response and make corrections where appropriate. Clients are then to paste these pictures on poster board that identifies the behaviors as positive or negative. All pictures should be distributed to all members of the group so that each client will have the opportunity to view and differentiate between the positive and negative behaviors.

** 3. Sit and talk about different methods of getting attention (raising hand, "Excuse me", verbal greeting . . .). Have clients list as many of these as possible. Be certain that all clients understand and can demonstrate these behaviors.

*** 4. Discuss what you can do to get attention. Divide into negative and positive categories. Discuss why the positive actions are better. Discuss "What if's . . ." Situation: Someone bumped you.

Negative	Positive
a) hit them	a) move out of the way
b) yell, "You clumsy idiot!"	b) maybe the other person tripped. Ask, "Are you OK?"
c) throw a temper tantrum	c) say, "Excuse me."

*** 5. Ask clients to role play positives from 4, thinking of other situations (watch situations that are overly personal)

*** 6. Use staff to role play, film on video-tape, play back and discuss. Above situations could be used here (could have explosive results if clients are allowed to role play at this point; watch situations that are overly personal).

II. INTRA/INTERPERSONAL
6. Interacting appropriately with others
6.4 Demonstrating affection appropriately

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

6.4 The client will demonstrate affection appropriately.

Yes	No	
		A. The client can state the proper time and place for the following actions: 1) kissing 2) shaking hands 3) friendly conversation
		B. The client can define "affection".
		C. The client can state acceptable showings of affection while at work.
		D. The client can express affection appropriately.

Comments:

INSTRUCTIONAL STRATEGIES

* Ask clients to look through magazines and cut out pictures of both appropriate and inappropriate methods of showing affection. Have them paste pictures onto separate poster boards and then talk about each others' selections. Posters can be kept for further discussion with other groups.

** With clients, identify different methods of showing affection. The instructor should list these on the blackboard. Examples:

a) hug
b) pat on back
c) kind words
d) doing someone a favor

II. INTRA/INTERPERSONAL
6. Interacting appropriately with others
6.4 Demonstrating affection appropriately

It is important to explain to the clients that not all people shake hands the same way or hug another the same way. The main thing to remember is that while expressions of affection may differ, the reason for them is the same. Examples:

a) Some people don't like to touch or be touched.
b) Others like to touch a lot.

*** Discuss the purpose of showing affection. Role play appropriate and inappropriate expressions of affection: when, where, with whom. Ask if it is appropriate to:

a) hug Grandma when you see her?
b) pat, rub or stroke a salesman that comes to the door?
c) shake hands with the same salesman?
d) pat anyone and everyone you see?
e) kiss sister or brother that you have not seen in two years?
f) hug a new friend?
g) hug a girlfriend/boyfriend?

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Demonstrating Showing Affection in Appropriate Manner (6.4).

* 1. Ask clients to look through magazines and cut out pictures of appropriate methods of showing affection. Paste them onto poster boards and have each client show his selection and tell about it. Posters can be kept for further discussion.

** 2. Sit with a group of clients and talk about affection. Ask each client in turn what affection means to him/her. Be certain to monitor definitions.

*** 3. With a group of clients, discuss both appropriate and inappropriate methods of showing affection. On blackboard, list responses and put in appropriate/inappropriate column. Then go over each suggestion and determine why it was placed in that column.

II. INTRA/INTERPERSONAL
6. Interacting appropriately with others
6.5 Demonstrating respect for other's privacy

ASSESSMENT CRITERIA

Date Completed

Pre		Post	

6.5 The client will demonstrate respect for other's privacy.

Yes	No

A. When requested, the client can list two to three places where he/she can obtain privacy.

B. The client can state three reasons why someone may wish to be alone.

C. The client can adequately state the difference between being alone and being lonely.

D. The client can respond respectfully to others' requests for privacy.

Comments:

INSTRUCTIONAL STRATEGIES

* Ask clients to identify where certain solitary activities usually occur. Examples:

a) "Where do you sleep?" (bedroom)
b) "Where might you read?" (bedroom, living room)
c) "Where do you shower?" (bathroom)

** Model a situation in which a client knocks at closed door and waits for invitation before entering, or leaves if requested. Ask others to imitate this action sequence.

*** Ask clients what it means to be alone. Discuss with them the difference between being alone and being lonely. To emphasize this, discuss activities that they might or must do by themselves:

a) bathing
b) toileting
c) reading

Then discuss situations in which they might be lonely (e.g., no one to talk to, nothing to do).

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Demonstrating Respect for Other's Privacy (6.5).

* 1. Ask clients to cut out pictures that suggest when a person might want privacy.

   a) rooms - bathroom, bedroom
   b) products - hygiene products, make-up, shampoo, shaver, pajamas
   c) types of moods - sad, sleepy, upset
   d) types of activities - relaxing, reading

** 2. With clients, talk about the various times in which they cannot be left alone (e.g., maybe at night, when sick, after traumatic situations).

** 3. Ask clients to identify different places where they would be able to be alone (e.g., bathroom, bedroom . . .).

*** 4. Through role play, show clients (1) how to tell someone that they want to be alone; (2) how to recognize when someone wants privacy; and (3) how to respond to each situation.

*** 5. Discuss with clients reasons why a person may want to be left alone (e.g., sadness, reading, hygiene . . .).

II. INTRA/INTERPERSONAL
6. Interacting appropriately with others
6.6 Demonstrating respect for others' property

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

6.6 The client will demonstrate respect for others' property.

Yes	No

A. The client does not steal nor does he/she borrow from others without permission.

B. Upon request, the client can state the correct procedure for borrowing from someone else.

C. Upon request, the client can state the appropriate "no" response when he does not wish to loan something to another.

D. The client can borrow others' things and return them in original condition.

E. The client understands the concept of ownership.

Comments:

INSTRUCTIONAL STRATEGIES

* Ask clients to list the responsibilities of borrowing something.

a) ask permission
b) take care of it
c) return on time and in original condition
d) if broken or lost, repair or replace

** Have clients define "respect" and "property" and why property must be respected. Ask clients to bring in small objects of their own (pens, pictures . . .). Have other clients in the group borrow the items for a day (not taking them home). During that day, clients take care of each others' items as if were their own, then return them to owners at the end of the day. Note behaviors which indicate respect for others property.

*** Discuss the following:

a) How the clients feel when someone destroys something of theirs.
b) How they feel when they break or lose something of someone else's.
c) What they would do in each of these instances.
d) How they feel when someone leaves trash at their work site.

You might try role playing these situations.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Demonstrating Respect for the Property of Others (6.6).

* 1. Ask clients to identify objects or areas within the classroom that are their own. Then ask them to identify objects or areas within the classroom that belong to others or are common property.

** 2. Talk about the concept of ownership.

   a) How do you know you own something?
   b) What are the responsibilities of ownership?
   c) What are the rewards of ownership?

** 3. Ask clients to identify different places of borrowing in the community:

   a) library
   b) tool rental
   c) U-haul
   d) car rental

   What does the renter usually expect before lending in each situation? (e.g., personal information, references, deposit, library card . . .)

** 4. Set up situations in which clients are required to get permission from others to use their property.

   a) "Go to the next room and ask Cathy if you can borrow a calculator."
   b) "Please ask Susan to hand you her pencil."

** 5. Ask client to model the following behaviors:

   a) ask politely to borrow something
   b) use other's property only with permission from owner
   c) protect other's property from possible loss
   d) if necessary, replace/repair or clean borrowed item
   e) advise not to beg, take an item or be an "extortionist"
   f) borrow a book from the library

*** 6. Role play how to say "no" appropriately when someone asks to borrow something (e.g., money, book, etc.). Show what to do if someone persists.

*** 7. Discuss "extortion" with clients. Have the staff film on videotape an act of lunchroom extortion (e.g., bullying someone for food, cigarettes . . .). Discuss ways of handling this kind of situation.

ADDITIONAL STRATEGIES for 6.6 continued.

*** 8. Discuss the following with clients:

a) How to ask to borrow an item.
b) What to do if refused.
c) How long to borrow something.
d) What to say when you return the item.
e) What to do when item is damaged, lost . . . .

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SEE APPENDIX A FOR SUPPLIER ADDRESSES

II. RESOURCES FOR INTRA/INTERPERSONAL

A= NEEDS ADAPTATION

X= WRITE SUPPLIER FOR CURRENT PRICE(S)

TITLE	GOAL	OBJECTIVE	APPROXIMATE COST	SUPPLIER
1. a) How to Get a Job & Keep It	5	5.1	X	STECK-VAUGHN
b) Success At Work	5	5.1	X	
c) Becoming a More Effective Person	5	5.2,5.3	X	
d) Communicating with Others	5	5.2,5.3	X	
e) Understanding Yourself[A]		5.2,5.3	X	
f) Health, Safety & Sanitation[A]	6	6.1	X	
2. Finding Work[A] from the Life Coping Skills Series	5	5.1	1.80 per	FOLLETT PUB.
3. a) Learning to Think & to Choose[A]	5	5.1	9.95	HUMAN DEVELOPMENT TRAINING INSTITUTE
b) Innerchange: Conflict Management[A]	5	5.2	89.95	
4. Systematic Instruction for Moderately & Severely Handicapped sequencing 5.1 cooking 6.1	5 & 6	5.1,6.1	16.95	MERRILL
5. Sequencing	5	5.1	6.00	MILTON BRADLEY
6. Sequencing	5	5.1	4.00	TASKMASTER from INSTRUCTIONAL FAIR
7. a) Health, Fitness & Safety Sequencing Cards for Self-Care	5 & 6	5.1,6.1	X	DLM
b) Before & After Cards	5	5.1	3.00	
c) Classification Cards	5	5.1	2.75	
d) Consumer Sequential Cards	5	5.1	3.50	
e) Independent Living Sequential Cards	5	5.1	3.50	

	TITLE	GOAL	OBJECTIVE	APPROXIMATE COST	SUPPLIER
7.	f) Peabody Picture Cards	5	5.1	X	DLM
	g) Association Picture Cards	5	5.1,5.3	1.60 each	
8.	a) React! You're Fired	5	5.1,5.2,5.3	X	RELEVANT PRODUCTIONS
	b) React! You're Unemployed[A]	5	5.1,5.2,5.3	X (cassettes & booklet)	
9.	Dealing with Stress	5	5.2	69.00 (2 cassettes & filmstrip)	SUNBURST COMMUNICATIONS
10.	Dealing with Criticism	5	5.2	X film	CENTRON ED. FILMS
11.	Feeling Free Series	5	5.2	X	HUMAN POLICY PRESS
12.	a) Lifeworks[A]	5	5.1,5.2,5.3	59.00 (17wkbks)	McGRAW HILL
	b) Solving Life Problems[A]	5	5.2,5.3	43.00(series) 2.87 per bklt.	
13.	SRA Coping Skills[A]	5	5.2,5.3	24.95(25 bklts.)	SCIENCE RESEARCH ASSOCIATES (SRA)
14.	Learning About Behavior[A]	5	5.2,5.3	X	GLENDORA
15.	Parents Yellow Pages[A]	5	5.2,5.3	7.95	ANCHOR/DOUBLEDAY
16.	Drawing Conclusions (Basic Series Books A-F)	5	5.3	X	BARNELL-LOFT
17.	a) The Coping with Series	5	5.2	X	AMERICAN GUIDANCE SERVICE(AGS
	b) My Life-What Shall I Do With It?	5	5.3	X	
	c) Living with Differences	6	6.1	X	
18.	a) Making Sense of Our Lives	5	5.3	X	ARGUS COMMUNICATIONS
	b) Am I OK ? Transactional Analysis for the Classroom[A]	5 & 6	5.2,6.2	X (Kit)	
19.	a) Decision-Making[A]	5	5.3	X	COLLEGE ENTRANCE EXAM BOARD
	b) Deciding[A]	5	5.3	X	

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	TITLE	GOAL	OBJECTIVE	APPROXIMATE COST	SUPPLIER
20.	Understanding Values[A]	5	5.3,6.6	X (8 films & 3 tapes)	EYEGATE
21.	This Is My Opinion About	5 & 6	5.3,6.6	X (filmstrip)	SILBERT & BRESS
22.	Picture Interpretation Board	5	5.3	29.00	EDUCATIONAL TEACHING AIDS (ETA)
23.	Collating Sorting & Filing Job SKills A Pre-Voc. Training Program	5	5.3	225.00	EBSCO
24.	Reasoning Ability of Mildly Retarded Learners	5	5.1,5.2,5.3	8.00	CEC
25.	Me & Others[A]	5 & 6	5.2,6.1	X (filmstrip)	ED. DESIGN
26.	Practical Drug Series: The Pharmacist, Prescription Med., Drug Dangers, Proper Care, Over the Counter Meds.	6	6.1	X	INTERPRETIVE ED.
27.	I Like Me	6	6.1	X	MAFEX
28.	BORN TO WIN: TA with Gestalt Experiments[A]	6	6.1,6.2	X	ADDISON-WESLEY
29.	Let's Do Some Cooking	6	6.1	6.95	CONTINUING ED. PUB. CO.
30.	The Cooking Kit	6	6.1	9.95	SPARTANBURG JR. LEAGUE
31.	What's Cooking	6	6.1	40.00	BOWMAR-NOBLE
32.	Beginning Reader's Cookbook	6	6.1	3.00	ORE PRESS
33.	A Special Picture Cookbook	6	6.1	6.00	H&H
34.	Everybody Can Cook	6	6.1	10.00	SPECIAL CHILD PUB
35.	Becoming Independent - A Living Skills System	6	6.2-6.6	X "Personal Mgmt" "Social Develop."	EDMARK

	TITLE	GOAL	OBJECTIVE	APPROXIMATE COST	SUPPLIER
36.	Developing Programs for the Emotionally Handicapped in N.H. Public Schools	6	6.2 - 6.6	X	SOUTHEASTERN REGIONAL ED. SERVICE CENTER, INC.
37.	Emotionally Handicapped Pupils Developing Appropriate Ed. Programs	6	6.2 - 6.6	X	N. CAROLINA DEPT. OF PUBLIC INSTRUCTIO
38.	The Art of Helping III	6	6.2 - 6.6	X	CARKHUFF INSTITUTE OF HUMAN TECHNOLOGY
39.	Helping Skills: A Basic Training Program	6	6.2 - 6.6	X	HUMAN SERVICES PRESS
40.	Rational Emotive Ed.	6	6.2-6.6	X	INSTITUTE FOR RATIONAL LIVING
41.	Manners[A]	6	6.3	X	FRANK E. RICHARDS PUB. CO.
42.	Being Me - A Social/Sexual Training Guide for those who work with the Developmentally Dis.	6	6.4	30.00 (Curriculum & Guide) 40.00(Assessment) 5.00(Parent Book)	EDNICK COMMUNICATIO
43.	Sexual Rights for People Who Happen to Be Handicapped	6	6.4,6.5	1.00	HUMAN POLICY PRESS
44.	Interpersonal Life Skills[A]	6	6.1-6.6	425.00 (Kit)	SINGER
45.	Family Life & Health Series	6	6.1	.40-2.95 25.34 (series)	NEW READERS PRESS
46.	a) Developing Social Acceptability -Bk. 4	5&6	5.2,6.2-6.4	29.70 (207pp.,67 pictures)	WALKER
	b) Developing Responsible Sexuality - Bk.5	6	6.4	19.50	
	c) Skills of Daily Living - Bk. 8	6	6.1	29.80	

III. WORKER HABITS

7. THE CLIENT WILL DEMONSTRATE AN UNDERSTANDING OF HIS/HER ROLE AS A WORKER.

The Client will:

7.1 be punctual.

7.2 demonstrate an understanding of worker rules.

7.3 identify consequences of inappropriate behaviors.

7.4 request assistance when needed.

7.5 demonstrate through actions a comprehension of an employee's role.

III. WORKER HABITS

7. THE CLIENT WILL DEMONSTRATE AN UNDERSTANDING OF HIS/HER ROLE AS A WORKER.

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7.1 be punctual.

7.2 demonstrate an understanding of worker rules.

7.3 identify consequences of inappropriate behaviors.

7.4 request assistance when needed.

7.5 demonstrate through actions a comprehension of an employee's role.

7. THE CLIENT WILL DEMONSTRATE AN UNDERSTANDING OF HIS/HER ROLE AS A WORKER.

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

7.1 The client will be punctual.

Pre		Post	

7.1.1 Recognition of different times of day.

The client can answer the following questions correctly, demonstrating what "time of day" means. Supply choices for first questions:

Yes	No	
		A. What time of day do you get up (morning, noon, evening, night)?
		B. What time of day do you eat lunch?
		C. What time of day do you go to work?
		D. What time of day do you get dressed?
		E. What time of day do you leave work?
		F. What time of day do you have breakfast?
		G. What time of day do you go to bed?
		H. What time of day do you eat dinner?

Comments:

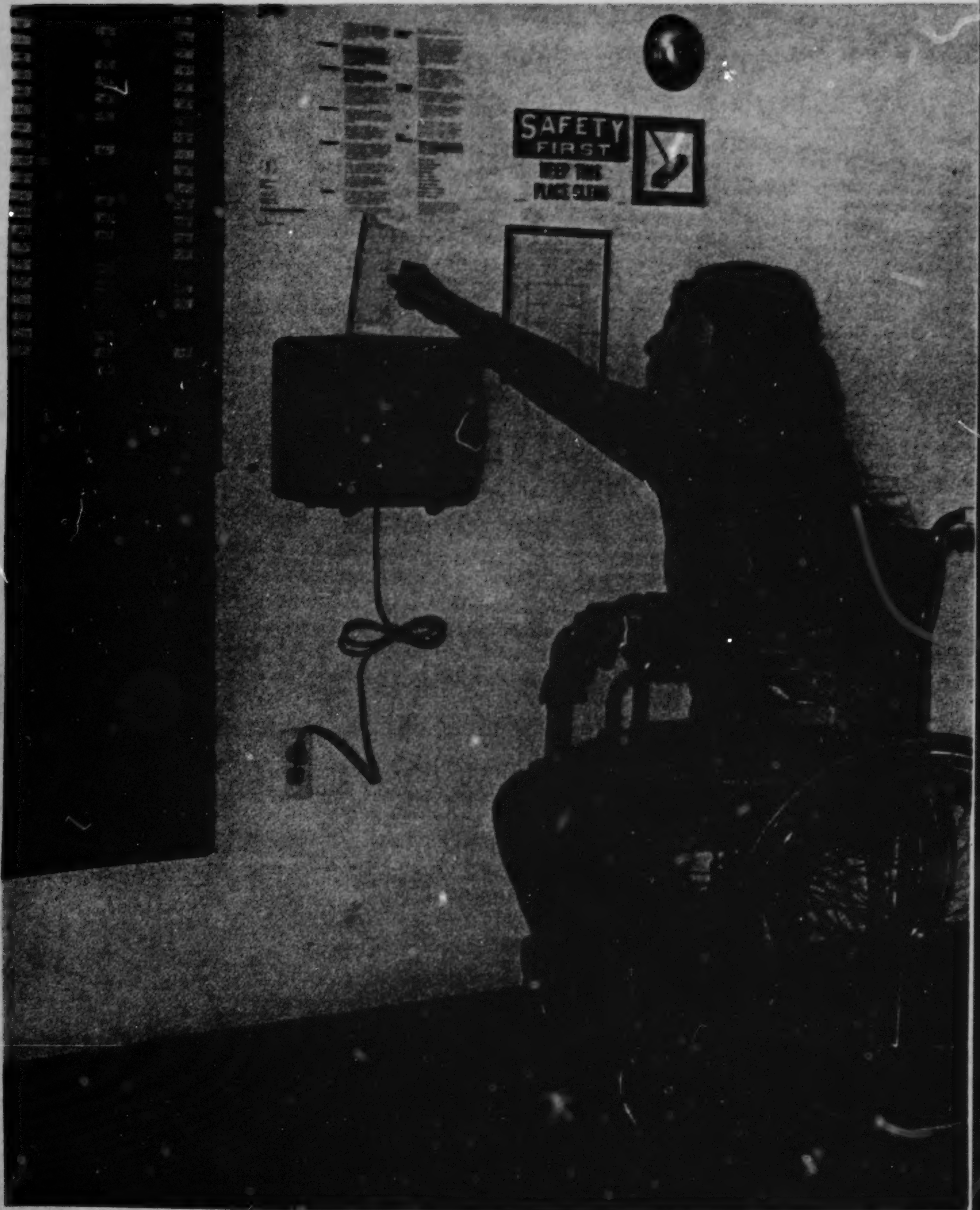
INSTRUCTIONAL STRATEGIES

- Clients will make personal collage of activities in the order they occur within their day. They may then make a bulletin board of clock faces representing their workday activities and the times their activities occur (e.g., workday begins, first break, etc.).

III. WORKER HABITS
7. Role as a worker
7.1 Punctuality

** Have client look through magazines for five pictures of activities usually occuring in the morning, five for mid-day, five for late day and then five for evening. Then ask client to sequence according to time chunks such as morning, afternoon, early evening.

*** Ask clients to state different activities that occur during the morning. After listing these activities on board, begin to differentiate degrees of a.m./p.m. (e.g., early morning, late afternoon). Relate to personal experiences of what happens at these times.


SAFETY
FIRST
KEEP THIS
PLACE CLEAN

-170212

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

7.1.2 Recognition and naming of numerals one through twelve.

Yes	No	
		A. Show the client the numbers one through six (on paper, board or 3-D figures). The client can say the name of the numeral.
		B. Repeat above with numerals seven through twelve.
		C. Show the client the numbers one through six (on paper, board or 3-D figures). The client will communicate an understanding of that numeral by moving the correct number of objects to match the numeral.
		D. Repeat above with numbers seven through twelve.

Comments:

INSTRUCTIONAL STRATEGIES

* The client will associate the correct number of concrete objects with the numeral. Have bunches of small items available (e.g., screws, nails, clips). Say to client, "Show me three widgets." Then ask client to place the numeral beside the actual objects.

a) Say and show numeral.
b) Say only the numeral and ask for that many of the item.
c) Show numeral only and ask for that many of the item.

** To familiarize the client with numbers one through twelve, there are several techniques available: tracing the numbers in sand, cutting the numbers out of sandpaper and feeling their shape, reviewing numbers with flashcards, using number sheets that allow client to practice writing numbers.

*** Matching numbers: Ask client to match wooden numbers or numbers on cards, or to draw a line from one number to its likeness. Clients should recognize the twelve numbers in varied order (e.g., 1, 3, 7, 6, 4, 11, 9, 12, 2, 5, 8, 10).

Cuisenaire rods, or the like, are excellent to illustrate growth in the mass (length) as numbers (quantity) increase. (See resources)

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

7.1.3 Recognize time blocks by groups (e.g., 5, 10, 15).

Yes	No

A. The client can match grouped number cards with the numeral representing that quantity.

B. The client can count by fives (5, 10, 15, 20) up to 45.

Comments:

INSTRUCTIONAL STRATEGIES

* Ask client to identify 5, 10 or 15 objects (e.g., paper clips, raisins, rubber bands . . .). Move the total number of objects into different configurations and ask again for merely 5 or 10 of the many objects.

** Get a snack such as nuts or candy. Have clients divide food so that each client gets an equal amount and no one complains. If necessary, let the group solve this problem so that peer instruction occurs. Emphasize groups of 5, 10 or 15.

*** Group number worksheets: show four objects with numbers one through four underneath. Client must count objects and then circle corresponding number.

Variation: Ask client to count out ten of something (any number) and then go to board where numerals are displayed and indicate that numeral by pointing to it.

III. WORKER HABITS
7. Role as a worker
7.1 Punctuality

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

7.1.4 Use of clocks - show client a master clock with the times on it.

Yes	No

A. Client can correctly identify the time on the hours (e.g., 8 o'clock).

B. Client can correctly identify the time for half hours (e.g., 8:30).

C. Client can correctly identify the time for quarter hours (e.g., 8:15, 8:45 or quarter to 9:00).

D. Client can choose the correct clock from group drawn on paper when asked: "What time do you . . .":

a) get up in the morning?
b) eat lunch?
c) go home?
d) go to bed?

Comments:

INSTRUCTIONAL STRATEGIES

* Matching. Clock Bingo - purchase (see resources at end of section) or make your own by buying two sizes of clock stamps, by stamping cards and by filling in times that are relevant to clients' workday. Laminate these and a master card. First level: Hold up master card with time and have clients match theirs to master. Second level: Call out a time and have clients recognize it on their time-bingo cards. They cover it if it appears on their cards. The first one to cover a line of "times" wins the game.

** Setting the alarm - (need an alarm clock).

a) Set up a pile of cards with clock faces showing different times.
b) Have client draw a card and then set the alarm clock to that time, and/or turn the hands to that time and hear the alarm go off.

c) Set the alarm and ask clients for:

1) the time the alarm will go off.
2) the time on the clock face.
3) the amount of sleep the client will get who goes to bed at the time on the clock and who gets up at the alarm-set time. (Move the clock hands around counting the hours until you hit the alarm-set time. The alarm will ring).

*** "On-time" teams - this is an ongoing game. At the beginning of the semester, break the group up into two teams (A and B). The entire group to get to class on-time first wins.

a) Ask of winning group, "What did you do to get here on-time today?"
b) Ask of late group, "What happened to cause you to be late?"
c) "What should the late group have done to get here on time?"

This game presents an opportunity to illustrate how excuses are always in abundance, but how mature workers accept responsibility for their own actions.

Date
Completed

ASSESSMENT CRITERIA

Pre	Post

Yes	No

7.1.5 Using time card correctly.

A. When shown a group of time cards, the client can select one with his/her name on it.

B. The client can select time card from rack and punch-in above clock (this may not be possible to observe in your setting - if not, you may inquire about this, role play it, or merely mark it N/A

Comments:

INSTRUCTIONAL STRATEGIES

* If client is unable to recognize own name on time card, have client choose or design some distinguishing mark or picture to add to card. Have client then identify own card from a pile of time cards. If client has a particularly difficult time, give him a separate card with name on it to match to time card. When client can consistently choose own card, try the same strategy again, but place the card in time card rack.

** Take client to time clock and discuss reasons why a time card is used. After client has found card, show him/her how to punch a blank card. Have client punch blank card several times until he acquires skill. Then have client punch real card and replace in appropriate place.

*** Discuss the parts of a time card. The Name, In, Out, Day and Time Punched (see also "Information about Self" - 3.2).

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Punctuality (7.1).

* 1. Make a worksheet containing 12 clock faces with times depicting hours. Make second worksheet containing matching clock faces in random order. Have clients cut out clock faces and match and affix clocks to first worksheet.

* 2. Using a large Master cardboard clock, ask clients to identify the "big hand" and then ask them to place it on the number 1, then number 2, etc., saying the numbers as they go along.

** 3. As a more advanced version of the preceding activity, have clients match clock faces to worksheets with times listed in numerical order (e.g., 1:00, 2:00, etc.).Clients turn hands on Master to match sample on worksheets.

** 4. Make "Fish," - a card game. On each card put a clock face with time on it. Match pairs as each player takes turn asking a certain time of another player. The client with the most pairs wins the game. For the surprise possibility of an instant loss, make a wild card with "You're Late" on it.

*** 5. Role play possible outcomes to the following:

a) Worker arrives late and everyone is gone.
b) Worker arrives early and wonders what to do.
c) Worker's late and line is backed up; other workers are angry.

Discuss ways of handling these situations.

III. WORKER HABITS
7. Role as a worker
7.2 Worksite rules

Date
Completed

ASSESSMENT CRITERIA

Pre	Post

7.2 The client will demonstrate an understanding of worker rules.

Pre	Post

7.2.1 Worksite Rules

Yes	No

A. Client can state three work rules that he/she must follow.

B. When presented with a work rule, the client can explain it.

C. When presented with a work rule, the client can explain why one must comply with it.

Comments:

INSTRUCTIONAL STRATEGIES

* Use photos of clients complying with shop rules in a bulletin board display. Have clients arrange the display. If clients are non-readers, or non-writers, have them dictate to you the rule(s) that should accompany each picture.

** Ask client to name five rules that he must follow while working. Then, using a camera (with instant pictures if possible), have client take pictures of others complying with each of the rules stated. These may be staged, but actual situations are much better. If camera is not available, clients may draw situation. Use pictures to foster discussion (remember to keep in mind confidentiality and release if material is used out of your sight).

*** Discuss importance of worksite rules and why compliance is necessary. Have clients list as many of your worksite rules as they can. Then give each client a chance to speak a portion of them into a tape recorder. Keep finished tape handy to present to different groups of clients. Review rules periodically, initially maybe daily, then weekly and then bi-monthly, monthly.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

(XXX)

Name_____________________________Week/or Day______________

	PUNCTUALITY	GROOMING	ATTENDANCE	COOPERATIVE	ATTENDING TO TASK
EXCELLENT					
GOOD					
FAIR					
POOR					

Have client rate self on a daily or weekly basis.

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

7.2.2A Recognizing and understanding safety rules.

Yes	No	
		A. Client can point out unsafe conditions.
		B. Client can correctly answer the question: "Why should safety rules be followed?"
		C. Client can state two safety rules.

Comments:

INSTRUCTIONAL STRATEGIES

* Watch: Take a group of clients on a tour of building. Ask them to keep an eye out for safety rule violations or unsafe working conditions. Return to room and make poster or bulletin board depicting broken safety rules (e.g., women wearing long dresses, someone smoking on the job). May want to identify and/or review basic safety symbols (see graphics 2.6).

** Read clients safety rules and ask them to repeat into tape recorder. Play tape back until client can verbalize correct information about safety rules when asked afterwards.

*** Discuss consequences of not following safety rules. Have clients answer true and false questions about safety rules (e.g., "We should wear safety glasses in the shop"). Then ask why a given question is true or false. As a variation, present them with multiple choice questions about safety rules. Example: "When a fire bell rings you should: (a) sit down, (b) jump up and down shouting 'There's a fire!', (c) head for the nearest fire exit." This creates a forum for discussion even if answers are known.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

Date
Completed

ASSESSMENT CRITERIA

Pre	Post

7.2.2B Recognizing names and uses of tools.

Yes	No	
		A. Client can name common tools.
		B. Client can say how tools are used.
		C. When presented with task, client can hold up tool to be used. Sample tasks:

a) Putting a nail in wood (hammer).
b) Putting a screw in wood (screwdriver).
c) Holding glued wood together (vice).
d) Cutting wood (saw).

Comments:

INSTRUCTIONAL STRATEGIES

* Teach clients to recognize and name tools and their uses (use real tools). Have them match the tools with pictures depicting their uses.

** Simulation: Set up a task, such as tightening a screw, and have client select correct tool to complete task. After task is completed, instruct client to put tool back in its place.

*** Using the graphic for 4.2 --- (p. 98), pose questions concerning the safety of using various items in place of other items (e.g., would it be safe to use a tack where nails are used?).

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Worker Rules (7.2).

* 1. Prepare a picture booklet of safety rules, using:

a) cardboard
b) five sheets of typing paper
c) needle and thread
d) fabric or wallpaper samples
e) scissors
f) Elmer's glue

Instructions:

a) Cut two pieces of shirtboard 8 1/2 x 11.
b) Fold typing paper in half and sew a binding along the folded edge.
c) Cut a piece of fabric or wallpaper 9 1/2 x 12.
d) Lay face down and glue cardboard to it, making a front and back cover.
e) Fold extra fabric over edge and glue down.
f) When dry, glue first and last page of typing paper down onto cardboard covering, covering overlapped fabric.
g) Let dry.

Clients now have an eight page book to fill in with their own creations. See next page for illustration.

** 2. Develop simulations of injuries on the job. Discuss the importance of reporting injuries (so that medical attention may be received if needed; so that work conditions may be altered to avoid a recurrence; so that Workmen's Compensation claims may be filed, if necessary).

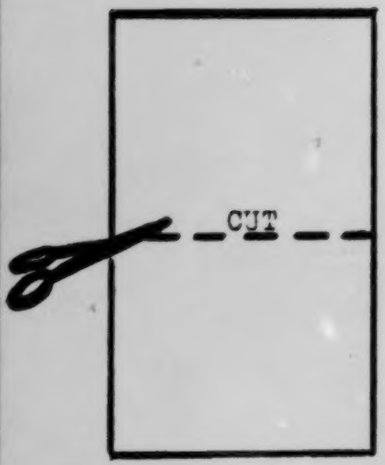
*** 3. Prepare multiple-choice or true-and-false questions about power tools. Example: If a power tool is running and left unattended, you should:

a) unplug it.
b) call supervisor.
c) ignore it.

Discuss the answer that the group decides is the best.

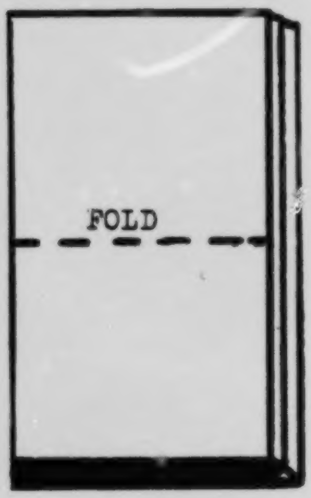
7. Making a Book

STEP 1



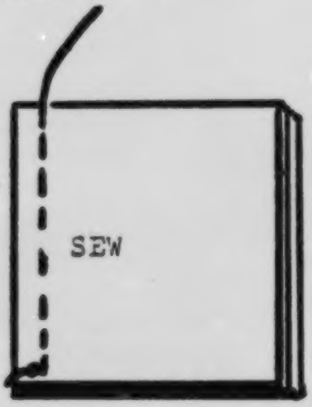
CUT CARDBOARD
(8 1/2 x 11)
INTO TWO PIECES

STEP 2



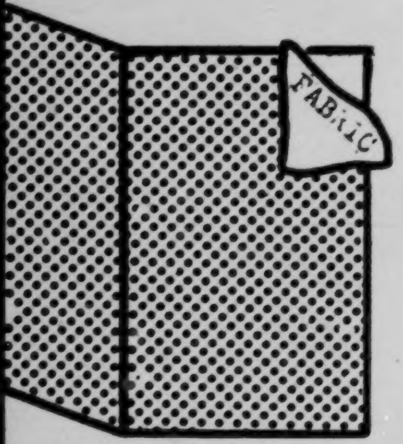
2. FOLD 5 SHEETS OF
(8 1/2 x 11)
PAPER IN HALF

STEP 3



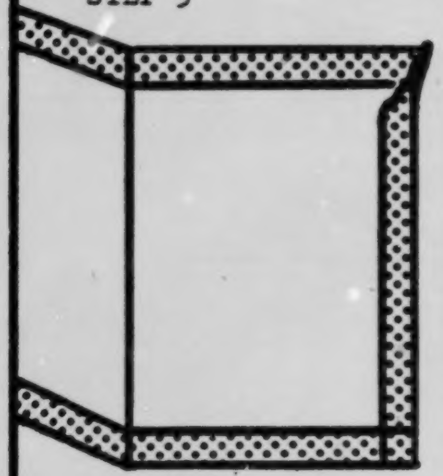
3. SEW ALONG FOLDED
EDGE

STEP 4



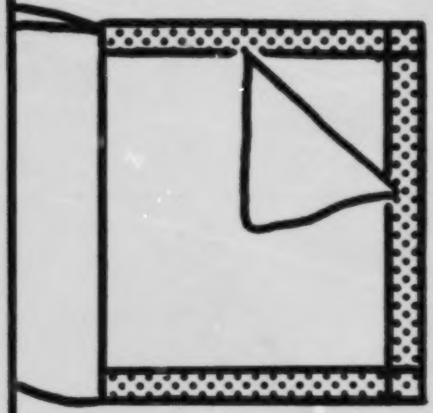
4. GLUE FABRIC OR
WALLPAPER (9 1/2 x 12)
TO CARDBOARD

STEP 5



5. FOLD OVER EXTRA
FABRIC OR WALLPAPER
TO INSIDE EDGE AND
GLUE

STEP 6



6. GLUE FIRST AND
LAST PAGES TO THE
INSIDE COVERS

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

7.3 The client will identify consequences of inappropriate behaviors.

The client can correctly respond to the following: "At work, what will happen if you . . ."

Yes	No	
		A. walk off the work floor?
		B. yell or cry when criticized?
		C. leave your work site a mess?
		D. kiss other workers?

Comments: Related Skills: Goal 5, "Decision-Making".

INSTRUCTIONAL STRATEGIES

- Rules of correct behavior in varied settings may need reviewing (see 7.2.1 for those work site rules). Assist clients in remembering these or other rules by charting one setting's rules (e.g., classroom etiquette). Begin with a few rules that you all generate on board, such as: not interrupting another who is speaking (see "Applying Conversational Skills" - 3.4, and "Attention Seeking" - 6.3); not standing in another's face or space (see "Personal Space" - 1.3); and speaking quietly in a classroom or small place (see "Use of Voice" - 3.1). Since charting tends to increase a behavior, phrase the rules in a positive manner. Examples:

	Mon.	Tues. . .
a) I speak when others are not already speaking.	✓	
b) I stand at a distance that others enjoy.	✓	
c) I speak loud enough to be heard.	✓	
d) I speak soft enough.	✓	

Token economy: You may wish to code each statement with an appropriate picture (e.g., closed mouth for (a)).

** Teacher-made board game (with small group). Use die, token pieces (as in Monopoly) and multiple choice cards stating decisions about appropriate or inappropriate behaviors at the work site. Examples:

a) You really need to go to the restroom. You should:
   1) walk off floor (3 spaces)
   2) wait until break
   3) ask supervisor
b) You cut your hand. You should:
   1) ignore it and hope it stops bleeding (2 spaces)
   2) inform supervisor
   3) scream and yell and make a scene
c) You see a safety hazard (puddle on floor). You should:
   1) leave work station and clean it up (3 spaces)
   2) notify supervisor
   3) ignore it

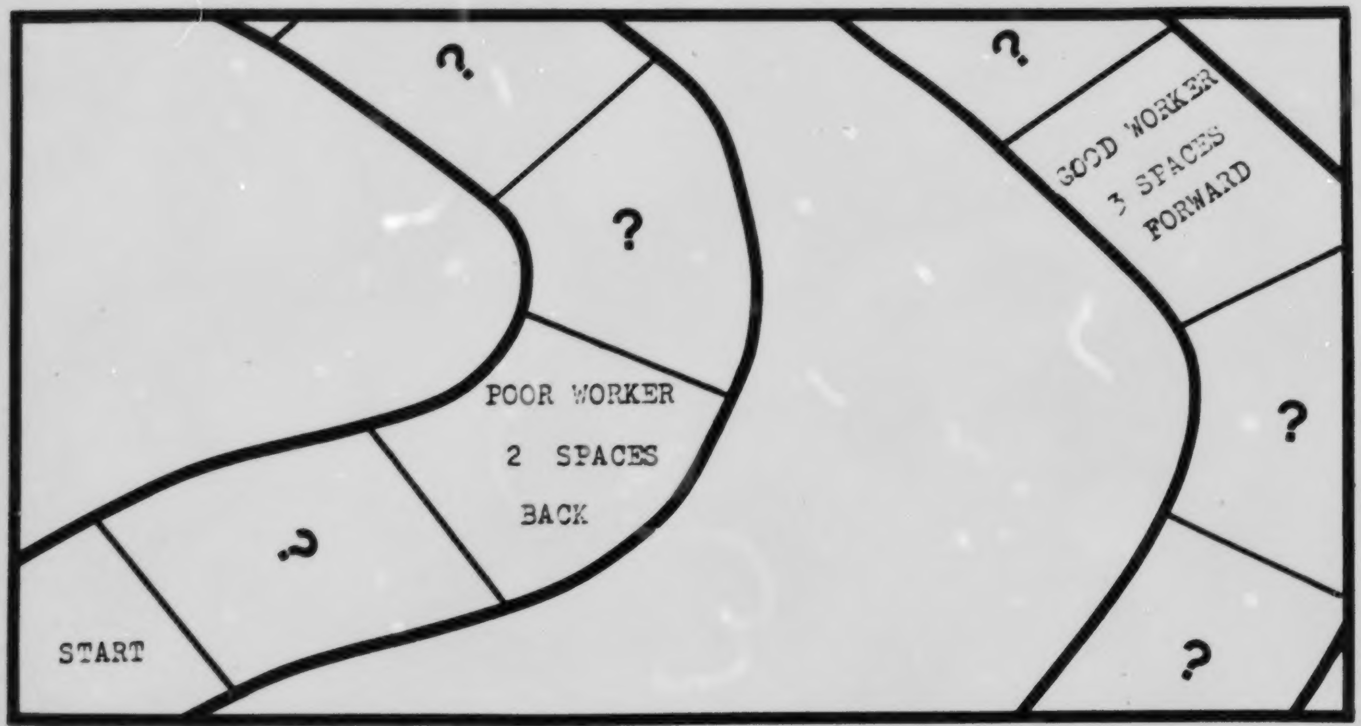
Client rolls die, moves his token correct number of spaces and draws a card. Correct answer to multiple choice questions moves forward number of spaces on card. Incorrect answer moves backwards same number of spaces. (Teacher and group decide if answer is correct or not). See illustration of game board.

*** Identify inappropriate behaviors on job, at home, in community. Discuss some behaviors which would not be appropriate on the job, but would be elsewhere: (1) showing affection - physical and verbal; (2) joking and giggling; (3) masturbation - if this is a problem; (4) taking off your shoes, shirt . . . . .

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

Teacher-Made Board Game

BLOW UP OF START:


?
?
GOOD WORKER
3 SPACES
FORWARD
?
POOR WORKER
2 SPACES
BACK
?
?
START
?

Examples of ? cards:

1. YOU REALLY NEED TO GO TO THE RESTROOM.

   YOU SHOULD:

   A. WALK OFF THE FLOOR

   B. WAIT UNTIL BREAK

   C. INFORM YOUR SUPERVISOR

   MOVE 3 SPACES FORWARD OR BACK DEPENDING ON IF THE ANSWER IS CORRECT OR NOT.

2. YOU CUT YOUR HAND.

   YOU SHOULD:

   A. IGNORE IT AND HOPE IT WILL STOP BLEEDING.

   B. INFORM YOUR SUPERVISOR.

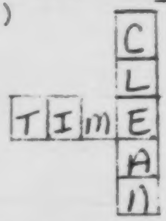
   C. SCREAM AND YELL.

   MOVE 2 SPACES FORWARD OR BACK DEPENDING ON IF THE ANSWER IS CORRECT OR NOT.

ADDITIONAL STRATEGIES for Identifying Consequences of Behavior (7.3).

* 1. Prepare crossword puzzles that cue behavior. Put a blank crossword puzzle on board, as well as on individual sheets for each client. (The physical activity of writing, even if clients can't read, is reinforcing). Use prime words associated with the particular objective.

   a) When you come to work you should be neat and clean.
   b) You should get to work on time.
   (See illustration)



** 2. Discuss and review the following rules (stated positively):

   a) Be at your work station on time.
   b) When you need help (run out of work, need to excuse yourself), get the supervisor's attention by raising your hand.

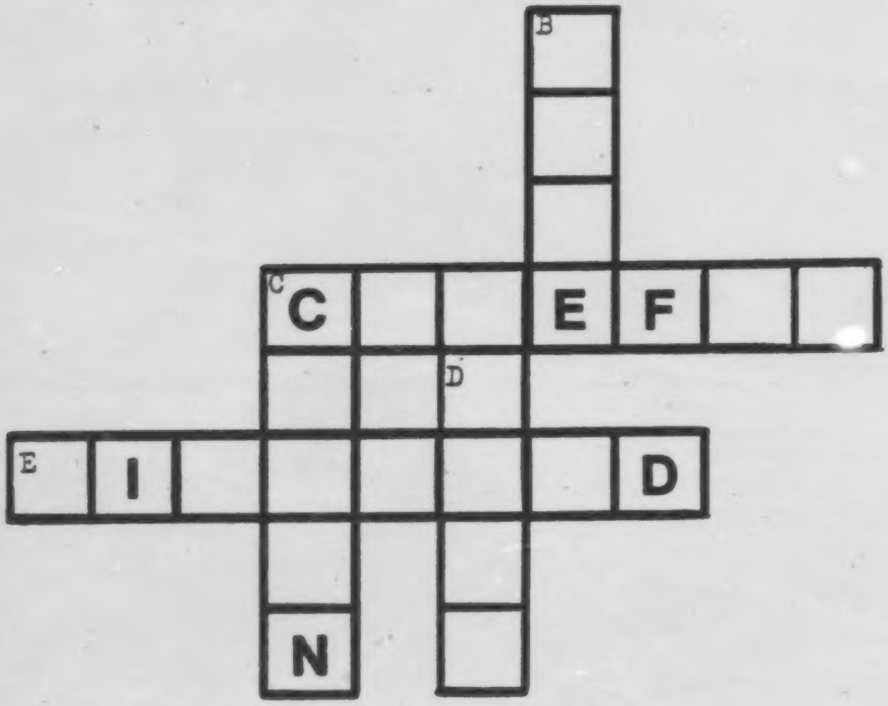
*** 3. Discuss possible responses to misbehavior:

   a) You're with a group of people at a mall. One of them throws a temper tantrum. What would you do? (There may be no real solution here, but it may be worth talking about).
   b) How do you think others feel if you are the one causing the scene?

*** 4. Discuss informal consequences as opposed to formal supervisor-employee consequences. Informal consequences will probably occur in relationships with peers (e.g., if you call someone a name you may get slugged; if you shoplift, walk out of a store without paying for something, you may be caught and prosecuted). Formal consequences of a supervisor/employee relationship are much more predictable (e.g., you're late; you get docked in pay).

Additional Activities

1. Crossword Puzzle



A. WHEN YOU COME TO WORK, YOU SHOULD
BE NEAT AND C L E A N.

B. YOU SHOULD BE TO WORK ON T I M E.

C. WHEN WORKING WITH TOOLS, YOU SHOULD
ALWAYS BE C A R E F U L.

D. YOU SHOULD ALWAYS ATTEND TO THE
T A S K WHILE WORKING.

E. BEFORE WORKING YOU SHOULD PUNCH
YOUR T I M E C A R D.

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

7.4 The client will request assistance when needed (7.4.1 - 7.4.3).

The client can answer the following correctly:

Yes	No	
		A. What should you do for a personal problem (e.g., sickness, or something bothering you)?
		B. What should you do when you need help on the job?
		C. What should you do if you get lost? (May want to mention a specific place, e.g., downtown, at a shopping center).
		D. How do you ask someone for help?

Comments: Related Skills: See also "Applying Conversational Skills" - 3.4, "Using the Telephone" - 3.4.2, and "Attention Seeking" - 6.3.

7.4.1 Seeking help for personal problems.

INSTRUCTIONAL STRATEGIES

* Show clients how to contact operator in case of real emergency (dialing "O"). Ask client to point out "O" on phone, dial "O" and make needs known to operator. Example: ambulance, police, doctor, etc. Emergency might be decided on in advance so that client is well prepared. Write these numbers on board and have clients copy on 3 x 5 cards for posting by their home phone or for carrying them. If they put cards on two rings, they can have an easy flip chart for emergency calling.

** Talk about why screaming, flailing and complaining is irritating to others. Ask clients to list acceptable ways of getting attention for a personal problem.

List these methods on the board and ask clients to copy. Then model appropriate and inappropriate ways of getting assistance.

*** A discussion about what is really an illness or emergency may be helpful. A cold, small cut or a mild headache would not be termed major or life-threatening, and therefore would not require immediate medical attention or staff attention. Instances of a true emergency may include a deep gash, falling and striking the head, or fainting.

7.4.2 Seeking help on the job.

INSTRUCTIONAL STRATEGIES

* Ask clients to identify people to ask for help on their job. Then match varied problems with the person you need to ask to assist you with that problem. Examples:

a) Need to get further directions on a work job.
b) Coin is stuck in vending machine,
c) Other worker has had an accident.

** Set up simulated or real work situation, e.g., an assembly job. Deliberately leave out one part (e.g., assembling boxes). Tell client to ask for help either verbally or, if appropriate, nonverbally (by raising hand). Wait for client to ask for help. If client doesn't ask for help, step in and make client aware of the need for assistance. Try again.

*** In a discussion group, explain that the client should know the right person to ask for help in a work situation on the work floor (immediate supervisor). Explain that once advice or help is obtained, he should not continue seeking help for same problem from other staff who are not directly involved in the problem.

GO
LC-37
LC-37
350

236

237

GO
LC-37
LC-37
250
16 x 14 x 36

7.4.3 Seeking help in the community (see also "Using the Telephone" - 3.4.2, pp.85-89).

INSTRUCTIONAL STRATEGIES

* Define a problem for client. Inform client of the difficulty if he/she does not seek assistance. Wait to see if problem is corrected. If not, briefly explain how to correct it. Offer assistance if needed.

** Mime the approaching of a person in different situations. Have clients guess what is occurring.

a) Asking for change in a store.
b) Asking the price of an item.
c) Requesting an application (e.g., for a job, credit or check cashing card) and wanting directions.

Assign clients to imitate one of your examples. Eventually, have client approach another person in another setting for one of the imitated events (e.g., in the work site, at the Adult Education office, at their home). They now may use verbal language as well. Report back on outcome.

*** Explain approaching someone on the street to request directions. Stress the importance of being polite and knowing what they want to ask. Have clients say what they would ask if they:

a) were lost?
b) were looking for something in a store?
c) dropped an arm load of packages?
d) wanted to return something?
e) wanted to find the right bus?

Role play each of the above situations. Then, detail unacceptable behavior when approaching someone that client does not know. Role play lead-ins such as: excuse me, pardon me, Mam, Sir. Role play inability to fulfill request and directing the person needing help to someone else. Do not fabricate directions. Role play the polite manner to do this.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Requesting Assistance (7.4).

* 1. List on a blackboard different places in the community. Have clients make a list of whom they would ask directions or help in each place (e.g., at a restaurant, the hostess; at Briarwood, the information desk). Explain that some places have special people to handle requests. Also explain that sometimes these people are not available, and that in an emergency clients should ask anyone.

** 2. Model situations where people request information from you, the staff, and from each other (e.g., "Hi, my name is Diane. What's yours?").

** 3. Set up an information booth in class similar to one in shopping malls, airports, etc. Model situations in which information is requested.

** 4. Explain the importance of continuing work, meeting production, and finishing job assignments. Supervisors may assist client in doing these, as well as help in improving a work situation. Ask clients to name three to five situations on the job when he/she may need a supervisor's help.

*** 5. If the clients have reading ability, they should be made aware of building directories. Explain that the 100 numbers are usually on the first floor, 200 numbers are usually on the second floor, and so on. If your work site has a glassed-in listing of personnel and/or directory of divisions or heads of departments, let the client who has letter recognition capabilities place the letters in the display when it needs changing. Frank Laubach, New Readers Press, has a series of fine books, one of which teaches reading of this type. It is called Signs Around Town ($1.75). See Suppliers Cited list.

*** 6. Discuss with clients that fabricating answers for someone who asks directions when they don't really know is not the correct thing to do. Role play the correct response to questions they don't know the answer to.

*** 7. Observe client in a situation that demands teacher attention. Inform client of the difficulty if he/she does not seek assistance. Wait to see if problem is corrected. If not, briefly explain how to correct it. Offer assistance if needed.

III. WORKER HABITS
7. Role as a worker
7.5 Employee role (keeping a job)

Date Completed

ASSESSMENT CRITERIA

Pre	Post

7.5 The client will demonstrate through actions a comprehension of an employee's role.

Pre	Post

7.5.1 Recognizing good work habits in keeping a job.

Client can answer the following correctly:

Yes	No

A. Name three worker traits that any good worker has.

B. Name three worker traits your job needs.

Comments:

INSTRUCTIONAL STRATEGIES

* Ask clients to make a series of posters illustrating good work habits such as:

a) being on time.
b) raising hand for materials.
c) working cooperatively.
(See chart for 7.2 on p. 180)

** Talk about good work habits in the workshop or on the job site and how they apply to real work situations (e.g., politeness, accuracy and quality of work). Then ask clients to repeat all the things discussed while teacher lists them on the board. Which of these does client already have? Which need work?

*** Role play situations which cause people to be fired. Present situations and ask what the boss should do. You might use Don't Get Fired by Janus Book Publishers (see Suppliers Cited Appendix A for address). Don't Get Fired presents situations first narratively and then in a play format encouraging role playing.

Date Completed

ASSESSMENT CRITERIA

Pre	Post

7.5.2 Recognizing realistic expectations.

The client can answer the following correctly:

Yes	No

A. What are some jobs you are able to do?

B. What would be an advancement job from the jobs you're now elegible to do?

Comments:

INSTRUCTIONAL STRATEGIES

* Read want ads to clients and have them identify three jobs for which they could realistically apply. Teacher could make want ads up. Examples:

a) Wanted: President of the United States. Must like people, be a U.S. citizen, have knowledge of the law and be free to travel.
b) Wanted: Dishwasher. Must be responsible, prompt and able to work evenings.
c) Wanted: Bagger for grocery store. Must be neat, courteous and reliable.

Then ask clients to choose their three and cut out magazine pictures depicting those jobs. Make a prospective job file.

** Make a list of a number of jobs available to workers who have limited educations. Talk about personality traits needed to hold these jobs successfully (e.g., promptness, honesty, industriousness).

*** In discussion group, have client identify next goal in vocational training after examining present position (keeping in mind that client's goals be realistic).

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

7.5.3 Working effectively within a group.

Yes	No

A. Client demonstrates cooperation in a group.

B. Client can correctly answer question: "What are some things a worker can do to help his fellow worker?"

Comments: Related Skills: Goals in Section II - Intra/Interpersonal.

INSTRUCTIONAL STRATEGIES

* Begin a task that involves cooperation between one or more people by rehearsing the task. Examples:

a) Sharing material on the assembly line.
b) Giving or receiving tools or other materials.
c) Using the same work space.

Observe interaction. If problem arises, point out what's happening and ask how situation could be resolved. Try to generalize to other settings:

a) Making dinner in their home.
b) Getting ready for guests (house cleaning).
c) Playing an athletic or recreational game.

** Scavenger Hunt: To promote belongingness and comaraderie, pair off clients and explain the "Buddy System" and all that it implies. Give each team a list of objects to look for. Adapt for non-readers by using pictures of objects instead of words. Relate to work place by listing items that are work-related. (This can also help in "Tool Identification" - 7.2.2B - p. 182).

*** Compare non-sheltered job situation with sheltered workshop setting. Workshop may use time-out. In a real job setting, one may be fired or suspended without pay.

Date
Completed

ASSESSMENT CRITERIA

Pre	Post

7.5.4 Pride in identity as a worker/employee.

Client can identify the following:

Yes	No	
		A. Name some parts of your job you do well.
		B. Name some things/jobs you enjoy a lot.

Comments:

INSTRUCTIONAL STRATEGIES

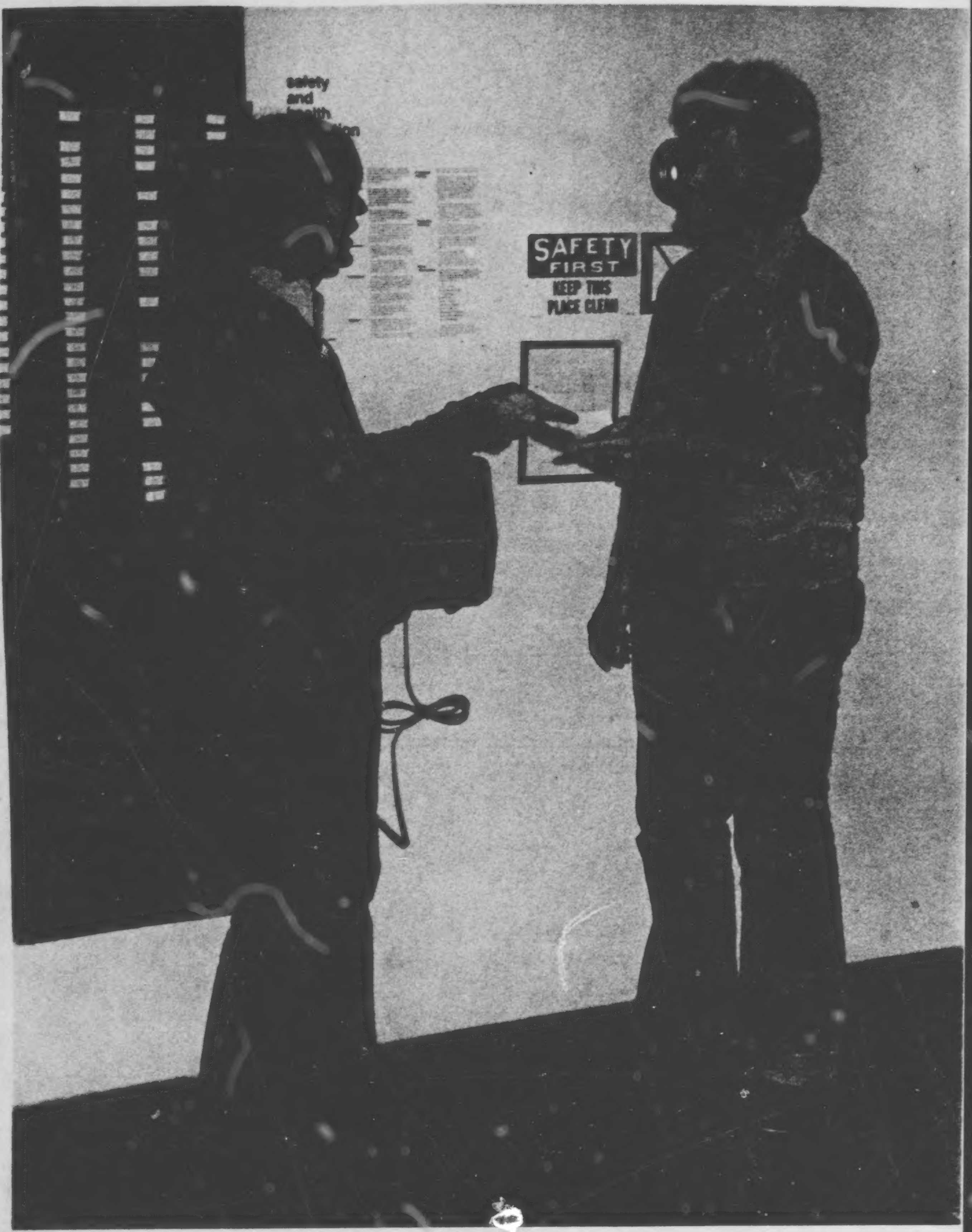
* Make identification cards with clients' pictures. Laminate them. Have clients clip these on themselves as many factories or security-minded businesses do. Although ID cards are not essential in a small setting, their use can provide clients with a concrete symbol of their special role as workers.

** Simulation: To promote pride in work, assign groups (2 - 3) of clients to complete a project of some sort (cleaning a room, policing a messy driveway area, planting a garden). Take picture of the group next to their accomplishment. Place picture and description of task in a community area, such as the lunchroom, for others to see. In discussion relate to responsibilities of the worker in maintaining a good work record.

*** Discussion: What are some of the things you like about your job? What are some of the things you dislike about your job? How would you change the things that you dislike?

Variation: List several jobs and discuss the components of each. Then make a "like and dislike" chart, placing each job in one column or the other.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.


safety
and
health
SAFETY FIRST
KEEP THIS PLACE CLEAN

ADDITIONAL STRATEGIES for Employee's Role (7.5).

* 1. With clients help, list on board the jobs they do at the facility, and then list the skills required for each job (items provided by clients).

** 2. Explain to clients that most people work for a living and that clients are not an exception. List several jobs that clients like to do and then review them to see if they are realistic or not.

** 3. Pair clients according to the "Buddy System." Give each team a paper bag containing scissors, cardboard, tissue paper, paper clips, Elmer's glue and a paper cup (any combination of materials is fine). Ask them to build something using only the materials supplied. Allow clients to choose subject (building, animal, flower, free-form sculpture). If they cannot think of anything or make a decision, offer them some alternatives without making the choice for them.

*** 4. Have clients discuss how their attitudes (feelings) about their job affect the way their boss or supervisor treats them. Suggest different situations: How would their supervisor react if . . .

a) They complained all of the time?
b) They smiled and laughed all of the time?
c) They were pleasant and attended to task?
d) They were always saying, "I can't do this".
e) They volunteered to help?

III. WORKER HABITS

8. THE CLIENT WILL DEMONSTRATE AN UNDERSTANDING OF THE WORK ENVIRONMENT.

The Client will:

8.1 demonstrate an understanding of the managerial structure.
8.2 identify areas of the building relevant to daily routine.
8.3 point out unsafe working conditions.
8.4 perform an assigned task.
8.5 demonstrate the relationship between working and his/her payment system.

8. THE CLIENT WILL DEMONSTRATE AN UNDERSTANDING OF THE WORK ENVIRONMENT.

Date Completed

ASSESSMENT CRITERIA

Pre	Post

8.1 The client will demonstrate an understanding of the managerial structure.

Yes	No	
		A. Client can name supervisor on the work floor.
		B. Client can name supervisor's boss.
		C. Client can define the correct way to respond to a supervisor's request or order.
		D. Client actually responds to supervision.

Comments:

8.1.1 Understanding the concept of supervision.

INSTRUCTIONAL STRATEGIES

* Make slips of paper with different jobs at center and slips with staff names. Ask clients to match staff names with correct positions. Make slips of paper with different tasks and slips with client/worker names. Ask clients to match co-worker clients to jobs.

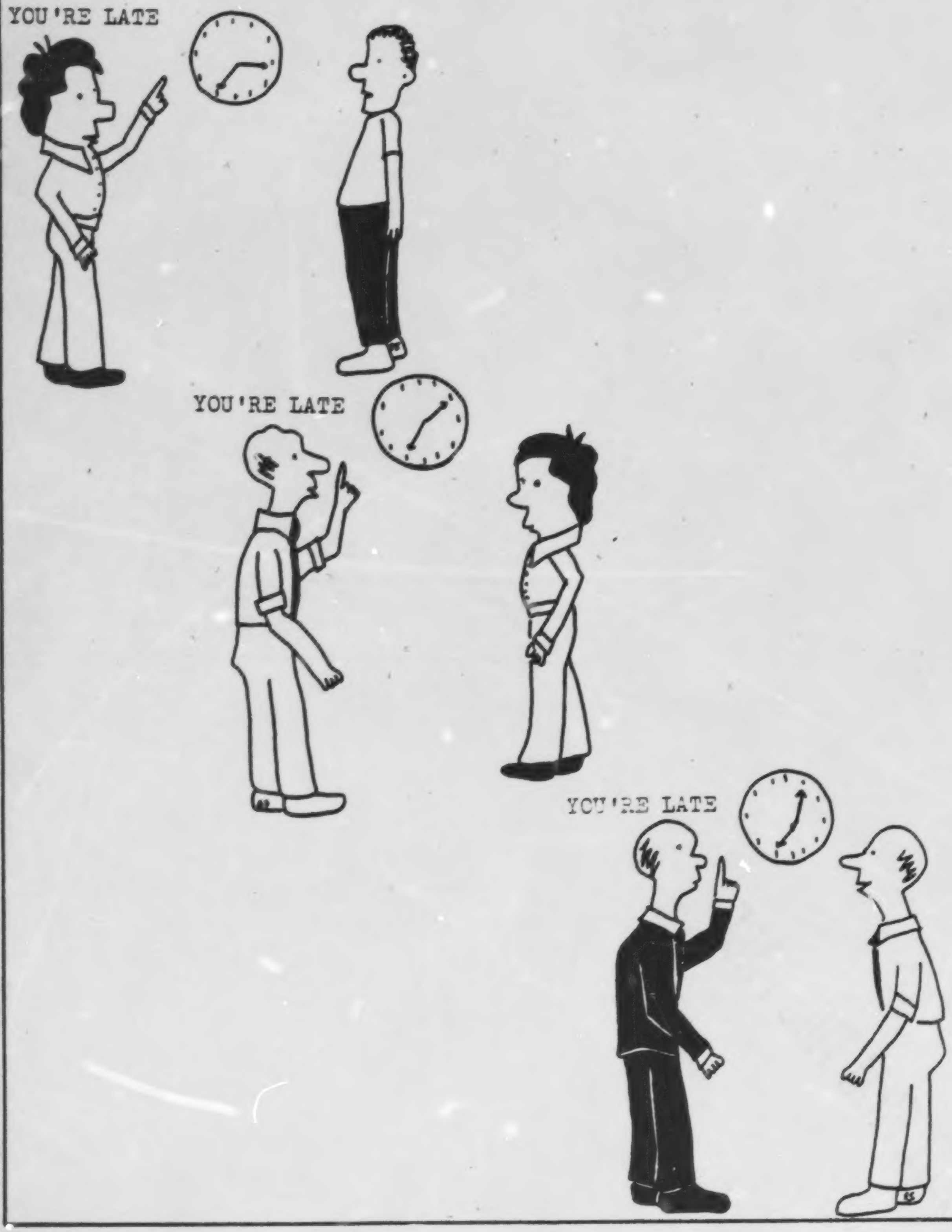
** For clients to realize that everyone has a boss, not just them, put flow chart of staff with pictures on board, emphasizing that each staff has a supervisor the same as each client. Discuss each position and its characteristics. Then ask client to tell you the boss of each person you randomly pick. (Repeat)

*** Discuss with clients the need for following supervisor's suggestions and corrections. Role play situation involving each:

a) Corrections: Client not attending to task. Supervisor corrects and client responds.
b) Suggestions: Client makes an error on the job, supervisor suggests ways to reduce errors and client responds.

Remember to stress the positive role of the supervisor. Ask clients to think of instances in which a supervisor helped them or talked to them as a friend or advisor. Discuss possible influences on supervisor's requests of clients (e.g., subcontractor's designs, community acceptance of rehabilitation facility - so no public displays of inappropriate behaviors).

8.1 Everyone has a Boss


YOU'RE LATE
YOU'RE LATE
YOU'RE LATE

8.1.2 Understanding levels of authority.

INSTRUCTIONAL STRATEGIES

* Put flow chart on board and give each client a blank flow chart of program's managerial hierarchy.

** Give several examples of positions within your facility and ask client to rank them according to hierarchy, first using titles and then replacing titles with names of actual people holding those positions. Might help to list them on the board.

Variation: Discuss with clients possible hierarchy in different work situations, e.g., factory, restaurant, store . . . .

*** The client should understand that there are different levels of authority, and should know who is in authority over whom (e.g., he may have a supervisor who is responsible to someone else, who in turn is responsible to someone else, and so on). Ask client to state two relationships involving managerial hierarchy:

a) line staff over client
b) supervisor over line staff
c) director over supervisor

Look at accompanying illustration and discuss with clients.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Managerial Structure (8.1).

* 1. Show clients polaroid pictures of staff and have them identify the individuals and their positions.

** 2. Explain that even though household rules may not be to their liking, they must comply to remain in the house. Talk about real situations and real options within clients' home.

** 3. Have clients list qualities of a good boss and discuss how these qualities might differ from those of a good friend, or worker (see "Approval" - 1.4 - p. 19 - 22). Make a chart of clients' ideas as they introduce them.

** 4. Talk about how reasonable and tolerant the worker should be of the boss. Discuss unseen pressures that may put a boss/supervisor in a bad mood. Ask clients if they sometimes take their frustrations out on other people or things. In other words, "Do you go home and kick the dog and moan about people over whom you can't complain publicly?" Role play situations to get the feel of other's problems. Some sample situations might be:

   a) Client is boss. An employee comes in late. At the same time, another worker must go home because he is sick.
   b) Client is the boss. A fight breaks out on the work floor.

*** 5. Role play situations where client is the teacher assigning tasks. Now role play a situation where client is the boss trying to motivate workers to:

   a) meet an assigned deadline.
   b) have pleasant attitudes.
   c) understand the work rules.

*** 6. Discuss hierarchy in commercial establishments (e.g., when returning merchandise you begin at the bottom of the chain of command with the salesperson and only move up if you don't receive fair/polite treatment).

Explain to clients who are capable of understanding that sometimes one does not start at the bottom; sometimes it is best to complain to the top. An Advocate may be used for those clients not so articulate.

*** 7. Discuss with clients the possible consequences of not following a supervisor's directives:

ADDITIONAL STRATEGIES for 8.1 continued.

a) fired
b) given a warning
c) suspended without pay

*** 8. Discuss need for supervisor. Role play situation involving:

a) Assistance: Client needs help. Supervisor is there to help or answer questions.
b) Exchange: Client may sometimes wish to talk with supervisor.
c) Criticism: Client not attending to task. Supervisor criticizes. Client responds.
d) Suggestion: Client makes a mistake on the job. Supervisor notes it and re-educates.
e) Last word: Client lets boss have final word in disputes and misunderstandings as well as in ordinary circumstances.

Date Completed

ASSESSMENT CRITERIA

Pre	Post	
		8.2 The client will identify **areas** of the building relevant to daily routine.

Yes	No	
		A. Client can find the restroom by self.
		B. Client can find lunchroom by self.
		C. Client can find work area by self.
		D. Client can find basic education room by self.
		E. Client can find other areas by self (specify to your situation).

Comments:

INSTRUCTIONAL STRATEGIES

* Have client give a tour of the building to a new client or to visitors. (It is best to assign a guide to any new clients for the first few days or so anyway, to help familiarize them with the building).

** Instruct client to "Go to Room 4." In room 4 is someone else who instructs client to "Go to the cafeteria." May include several instructions, but the last should bring client back to original starting point.

*** Have client copy information from board onto blank blueprint. Then ask client to find a specific room using blueprint.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Building Orientation (8.2).

* 1. Ask the clients where they would expect to find key people in the building. Start off with the position of the person, later change to the person's name.

   a) "Where would you expect to find the secretary?"
   b) "Where would you expect to find the building supervisor?"

   -then-

   c) "Where would you expect to find Shirley?"
   d) "Where would you expect to find Joan?"

* 2. Take clients on tour of building. Label rooms with written tags (as you pass by) and have clients repeat name aloud. Then ask clients to find specific rooms on their own. Have clients give information for group drawing of building on board.

** 3. Show clients polaroid pictures of different parts of the building. Ask them to go to that part of the building shown and have staff sign paper verifying their arrival.

*** 4. Discuss what to do when you're lost (e.g., approach someone and ask for help, re-trace steps to see if seeing certain places help you remember).

III. WORKER HABITS
8. Work Environment
8.3 Unsafe working conditions

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

Yes	No

8.3 The client will point out unsafe working conditions. (See also Decision Making - 5.3 - and Worker Rules - 7.2).

A. Client can define the term "unsafe."

B. Client can name three conditions that would be unsafe on the work floor.

C. Client can identify the safety hazards in either a picture or a work site "staged" to contain several unsafe conditions.

Comments:

INSTRUCTIONAL STRATEGIES

* May need to "stage" some unsafe conditions so that a tour of the building with clients may spot them. Look for unsafe conditions, noting each. Talk about solutions for solving unsafe conditions. List on board and ask clients to copy.

** Ask clients to draw a poster illustrating some of the most unsafe conditions above (e.g., a dirty lunchroom, standing ladder with no one around). Ask them to draw another poster illustrating safe conditions.

*** Discuss safety habits while using flammable liquids (e.g., gasoline, cleaner fluid . . .).

a) Identify flammables
b) Tell about safe storage
c) Discuss the uses of flammables and the need to be especially safe with them

Variation: Do the same for cleaning supplies, insecticides . . . . Have clients know where to find flip charts of quick antidotes, or assist them in making such a flip chart for their homes, using symbols for antidote if they cannot read (e.g., mustard jar if vomiting should occur after swallowing certain substances). These charts should be readily accessible, say by the telephone. (See also "Requesting Assistance" - 7.4 - p. 190 - 197). The Poison Control Number should be by the phone (see "Using the Telephone, Emergencies" - 3.4.2C - p. 86-87).

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Pointing Out Unsafe Working Conditions (8.3).

* 1. With clients' help, list on the board unsafe situations at the job. From this list, have clients make posters depicting these conditions (e.g., broken glass, piled up rags . . .).

** 2. Set up an unsafe situation (controlled and supervised) and have clients change the situation so that it is safe.

*** 3. Prepare a filmstrip or slides depicting safe and unsafe conditions. (Due to confidentiality, it might be wise to use staff as actors). Have clients help prepare script. Tape record script to go with slides. Present show to other clients with related discussion.

*** 4. Discuss safety habits when operating machinery (e.g., power tools, lawnmowers, punch presses . . .). Discuss special clothing worn for protection (e.g., hard-soled shoes, gloves when working with sharp or caustic material). Talk about maintaining equipment to keep it safe.

*** 5. Discuss safety habits when something is spilled or broken. A basic first aid course could be especially designed for client level. Responses to accidents and emergencies would also help in 5.2 (Stress) pp. 127 - 135, and 5.3 (Decision-making) pp. 136 - 142. A resource at the 4th grade reading level: "Can You Give First Aid?" - New Readers Press. See address in Resources at end of curriculum in Suppliers Cited list (Appendix A).

III. WORKER HABITS
8. Work Environment
8.4 Assigned tasks (complete adapt to charge)

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

Yes	No

8.4 The client will perform an assigned task.

A. Client can complete a simple task (such as writing name, drawing a circle) when asked to do so.

B. Client responds positively to changes in work assignments.

Comments: Related Skills: "Following Oral Directions" - 4.2, "Following Written Directions" - 4.3, "Initiating and Ending Tasks" - 2.9, and "Handling Stress" - 5.2).

8.4.1 Complete assigned task.

INSTRUCTIONAL STRATEGIES

* Employ the fading technique: Staff demonstrates task except for last step. Have client complete task. Systematically increase steps performed by client until client completes whole task.

Example: Task - Addressing Envelopes - On drawing of envelope on board, put your site's address in return address spot. Ask clients to copy. Assist by copying the first part of address for clients.

** Supervisor will redirect client to task by:

a) reminding client there is a job to be done.
b) reinforcing client wherever he is doing the task properly.
c) requesting client's return to the work station if he has moved from it.
d) not talking to client or offering eye contact.
e) directing focus only on the task being performed (be careful - client may try to redirect you).

*** Discuss what needs to be done if client cannot complete a task. Some responses might be:

a) tell supervisor
b) ask for assistance
c) offer to work overtime

As teacher, make sure you breakdown task to match client's level and attention span.

8.4.2 Adapt to change(s) in work assignment (see also "Initiating or Ending Tasks" - 2.9, "Handling Stress" - 5.2, and "Decision Making" - 5.3).

INSTRUCTIONAL STRATEGIES

* Interrupt an activity by changing the assignment. Observe client reaction and talk about reactions. Example:

a) a fire drill
b) request for another task

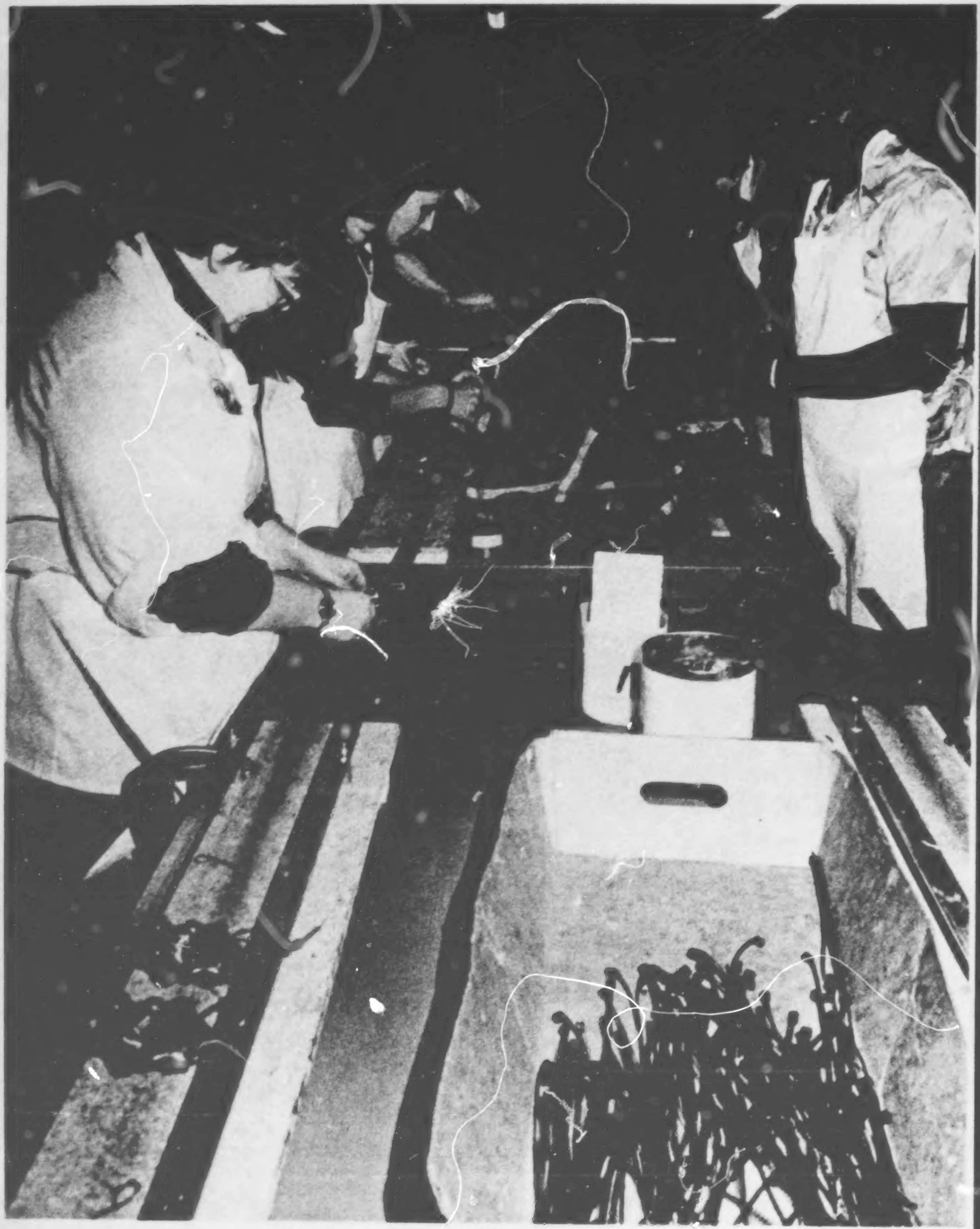
** Simulate interruptions. Present a task and then "borrow" a tool or critical ingredient. See if client can, with assistance, see other ways to complete assignment. Example:

a) Prepare tea and find no sugar (could: go without or use honey, brown sugar, sweetener . . .).
b) Use a stapler that other worker borrows (could: stack piles crosswise, use paper clips . . .).
c) Work with another who must leave (could: ask for other helper, do it alone . . .).

*** Role play appropriate responses to change. Situations might include:

a) A client being informed that a co-worker is sick, so he must do sick person's job.
b) A large order requiring to change from present tasks to new ones.
c) A new supervisor having different work expectations and procedures.
d) A class or teacher change occurring in mid-year.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.



ADDITIONAL STRATEGIES for Performing an Assigned Task (8.4).

*** 6. Discuss the length of time that a worker is expected to attend to a task. Name certain jobs and discuss which need longer or shorter attention spans.
Also refer to "Cooperation" (7.4,p. 200), and "Managerial Structure - Supervision (8.1,p.206).

ADDITIONAL STRATEGIES for Performing an Assigned Task (8.4).

* 1. Have a three part assembly available and ask clients to assemble it. Simple instruction may be required.

* 2. Tell clients that their job for the next few minutes is to assemble five to ten nuts and bolts. Allow them to complete the job. When they have finished, tell them you've made a mistake: all the nuts and bolts must be dismantled. Talk about reactions as they happen. (Observe client reaction and model different reactions if client's reaction is inappropriate).

** 3. At the root of adapting to change is the idea that no matter how much we'd like things to remain the same, they don't. Change comes whether we want it to or not. Several topics to talk about concerning change and adapting to it might be:

a) the weather
b) the seasons
c) time
d) growing older
e) job situations
f) changing clothes
g) new supervisor
h) moving

As you talk about these topics, it might be helpful to show pictures associated with each. Example:

Weather - a) Picture of sunny day: a picnic is planned.
b) Picture of a rainy day: what to do about picnic.

*** 4. Discuss why a job/task should be completed once started. Encourage clients to come up with reasons relevant to their particular jobs.

*** 5. Discuss why schedules of facility might change.

a) staff absences
b) client progress
c) the weather
d) no vans for field trips

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

8.5 The client will demonstrate the relationship between working and his/her payment system.

Yes	No

A. The client can answer: "Why do you get a paycheck?"

B. The client can answer: "Why do people work?"

C. The client can answer: "What do you need in order to buy something with at the store?"

Comments: Related Skills: See "Employee Role" - 7.5.

INSTRUCTIONAL STRATEGIES

* Demonstrate that rates are based on either hourly or piece rate. Piece rate activities are such things as:

a) Have clients put nuts and screws in a box, giving them a minute. Have clients count out items of each person and compare (is 10 more than 5, is 7 more than 8?).
b) Depending on level of worker, talk about amount of money (pennies) paid per bolt and see who has the most. This ties production in with increase in pay.

Example: After agreeing on amount per grouping, time clients on some simple task for one minute (e.g., counting clips or sorting cards). Compare to see who got the most money. (Good practice in basic math). Talk about how hourly and piece rates vary.

** Explain parts of a paycheck and the pay procedures as you show clients their check and pay stub.

a) Paycheck (needs endorsing for cash, usually at a bank)
b) Gross amount

c) Net amount (amount actually received after taxes are deducted)
d) FICA
e) State Taxes
f) Federal Taxes
g) Social Security Number
h) Pay Period

See illustration on next page for enlarged sample of a paycheck.

*** Discuss reasons why clients might have low production:

a) smoked a cigarette.
b) went to the bathroom.
c) didn't understand directions.
d) ran out of materials.
e) cried because someone stole their work materials or called them a name.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

NO. 898443

EASTERN MICHIGAN UNIVERSITY
YPSILANTI,MICHIGAN 48197

DATE
12-30-80

PAY TO THE ORDER OF: JOHN SMITH 3202

THE SUM OF

AMOUNT
$120.20

PAYROLL ACCOUNT

YPSILANTI SAVINGS BANK
YPSILANTI, MICHIGAN
1:07240 2441: 00 566724''05

John Smith

TO CASH YOUR CHECK YOU MUST SIGN THE BACK SIDE OF CHECK THAT SAYS PAY TO THE ORDER OF.

EMPLOYEES STATEMENT OF EARNINGS AND DEDUCTIONS

YPSILANTI, MICHIGAN 48197

CHECK NO.	SOC. SEC. NO.	HOURS		CHECK DATE	PAY PERIOD	
		REG.	O-TIME		FROM	TO
898443	382-68-4323	36.0		12-18-80	11-23-80	12-06-80

CURRENT PAY PERIOD

						NET PAY
120.20	120.20					
TOTAL GROSS	TAXABLE GROSS	FIT	MIT	FICA		120.20

YEAR TO DATE TAXABLE GROSS
1396.20

ADDITIONAL STRATEGIES for Work/Payment (8.5).

*
**
*** 1. Encourage clients (any level) to use calculators. Many clients who have a hard time adding can be taught to use a calculator for simple math. The various electronic firms have fairly inexpensive learning calculators, such as Little Professor.

* 2. Show clients the real value of their paycheck by stacking up dollars and change to match the amount of their check.

** 3. Videotape or have staff role play procedure for endorsing and cashing a paycheck. Present to clients. Talk about steps involved and then ask who would like to pretend to cash their paycheck.

** 4. Ask client to produce Social Security card. Then talk about what a Social Security card is and why we need them to work. If concept is grasped, continue and explain difference between SSI and Social Security:

a) Social Security Disability - payments are based on a work record (e.g., mother, father, spouse or self). If client is supported by a disabled person, the amount is predicated on that person's work record.
b) S.S.I. - no work record to draw against.

*** 5. Talk about how to endorse a check and the cashing of it. Role play situations like:

a) Cashing check for groceries.
b) Cashing paycheck at bank.
c) Claiming reward from alternate compensation payment (e.g., class rewards).

*** 6. Discuss job benefits that a client may receive from an employer.

a) sick days
b) vacation days
c) medical insurance
d) dental insurance

Discuss internal policies, general and specific practices, specified by an employer.

SEE APPENDIX A FOR SUPPLIER ADDRESSES

III. RESOURCES FOR WORKER HABITS

A= NEEDS ADAPTATION

X= WRITE SUPPLIER FOR CURRENT PRICE

TITLE	GOAL	OBJECTIVE	APPROXIMATE COST	SUPPLIER
1. Measuring Time Series - 3 sets	7	7.1	24.95 Complete 19.95 filmstrip 7.95 10 wkbks.	MEDIA MATERIALS
2. a) Telling Time	7	7.1	X	INTERPRETIVE ED.
b) Shop Safety	7 & 8	7.2,8.3	24.95 filmstrip & cassette	
c) Social Consequences at Work	7	7.3,7.5	79.95 filmstrip 20 wkbks.,cards	
d) About Personal Values	7	7.5	12.95	
3. a) Group No. Card Games & Clock Stamps	7	7.1	X	DLM
b) Jobs Card Game Matching	7	7.4	X	
c) Got to Be Me	7	7.5	X	
4. Programmed Time-Telling	7	7.1	X	ENGLEMAN-BECKER
5. Creating A Learning Environment^{A}	7	7.1	X	GOODYEAR PUB.
6. Cuisenaire Rods	7	7.1	X	LEARNING GAMES
7. a) Working Make Sense Practical Pacemaker Arithmetic Series^{A}	7	7.1,7.5	X	FEARON/PITMAN
b) The Job Box^{A}	7&8	7.1-7.5,8.5	59.85	
8. a) Michigan Survival	7&8	7.2,7.3,7.5 8.5	7.00	HOLT, RINEHART & WINSTON
b) How To Get Along on the Job-1st Series		Same as above	X	
9. a) Beginner's Guide to Work	7&8	7.2,7.3,7.5, 8.5	free pamphlet	MICHIGAN EMPLOYMENT SECURITY COMMISSION
b) How To Find A Job				

	TITLE	GOAL	OBJECTIVE	APPROXIMATE COST	SUPPLIER
10.	a) Time & Clocks	7	7.1	X	MILLIKEN
	b) Money	8	8.5	X	
11.	a) Time Match-up puzzles, wipe-offs & bingo	7	7.1	6.00	TREND
	b) Money Match-up puzzles, wipe-offs & bingo	8	8.5	6.00	
12.	a) Large & small cardboard clocks	7	7.1	X	IDEAL SCHOOL SUPPLY
	b) Money	8	8.5	X	
13.	a) Duplicating Masters: "Introducing Time", "Math for Special Learners", More ", " Introducing Sequencing"	7	7.1	4.50 per	ENRICH
	b) Programmed Time Telling	7	7.1	20.00 per box of 4 manual cassettes	
14.	Foam Clock	7	7.1	X	LAURI
15.	a) Time-telling wipe-off cards	7	7.1	5.00	INSTRUCTIONAL FAIR
	b) Money wipe-offs	8	8.5	5.00	
16.	a) Work Rules	7	7.2	3.00	HOPEWELL
	b) How I Should Act at Work	7	7.2	3.00	
	c) The Work Series: Payroll Deductions Where To Get Help Taxes, Getting To Work, Job Training, How to Find a Job	7&8	7.4, 7.5 8.5	1.75-3.00 per $15 per set of 10 or more	
17.	a) Health, Fitness & Safety Self-care Sequential Cards	7&8	7.2,8.3	X	DLM
	b) Shopping List	8	8.5	X	
18.	a) Health, Safety & Sanitation	7&8	7.2,8.3	X	STECK-VAUGHN
	b) Success at Work^{A}	7&8	7.3,7.5 8.1,8.4	X	
	c) Working with Others^{A}	7&8	7.3,7.5,8.1	X	
	d) Communicating with Others^{A}	7	7.5	X	
	e) How to Get a Job & Keep It	7	7.2,7.5	1.80	
	f) 5 books on Money	8	8.5	X	

TITLE	GOAL	OBJECTIVE	APPROXIMATE COST	SUPPLIER
19. a) Attitudes on the Job & Attitudes in Everyday Living	7	7.2,7.5	49.00	EDUCATIONAL DESIGN
b) Job Attitudes & Habits	7	7.2,7.5	118.00 (5 filmstrips & cassettes)	
20. Understanding Adolescents at[A] Home and on the Job[A]	7&8	7.2,8.3	X	McGRAW HILL
21. Job Readiness Training Curriculum	7	7.2,7.3,7.5	2.50	STOUT
22. a) Signs Around Town[A]	7	7.4	1.75	NEW READERS PRESS
b) You and Others on the Job Series[A]	7	7.4,7.5	1.25 (guide) 4.00(3 books)	
23. Vocational Behavior Checklist	7	7.2,7.4	X	W. VA. TRAINING CTR.
24. a) Phoenix Reading Series (readers)	7	7.5	X	PRENTICE HALL
b) Pennies, Nickles and Dimes[A]	8	8.5	X	
c) Tutorette Audio cards-Counting Money	8	8.5	X	
25. a) My Job Application File	7	7.5	1.95	JANUS
b) Interview Guide	7	7.5	3.25	
c) Help! First Steps To First Aid[A]	7 & 8	7.4,8.3	X	
d) Don't Get Fired	7	7.1-7.5	2.95	
e) Get Hired!	7	7.1-7.5	2.95	
f) Job Interview Kit	7	7.5	29.45(30 photos,3 Masters guide and 33 pp. book)	
g) Janus Job Planner	7	7.5	2.85	
26. a) People at Work Posters	7	7.5	8.95(#159) 6.95 (#1217)	INSTRUCTO
b) Community Workers Posters	7	7.5	7.95(#157)	
27. New Games Book[A]	7	7.5.3	4.95	DOUBLEDAY

	TITLE	GOAL	OBJECTIVE	APPROXIMATE COST	SUPPLIER
28.	Preparing for the World of Work	7	7.5	3.50	F.R. PUB.
29.	Entering the World of Work	7	7.5	X	McKNIGHT
30.	a) See # 7,p.227-A				
	b) Pacemaker Vocational Readers	7	7.5	146.00	FEARON/PITMAN
	c) Getting a Job	7	7.5	X	
	d) Money Makes Sense	8	8.5	X	
	e) Using Dollars & Sense [A]	8	8.5	3.32	
31.	a) All About Jobs	7	7.5	49.00set	MAFEX
	b) Good Work Habits	7	7.5	4.95wkbk.	
32.	The Working World	7&8	7.5,8.1	17.00 194 trans.	NCEMMH
33.	a) from the Life Coping Skills Series: Finding Work [A]	7	7.5	1.80 per	FOLLETT
	Job Interviews [A]	7	7.5	1.80 per	
	Banking [A]	8	8.5	1.80 per	
	Budgeting [A]	8	8.5	1.80 per	
	Getting Medical Assist. [A]	7	7.4	1.80 per	
	Using Community Resour. [A]	7	7.4	1.80 per	
	Using Transportation [A]	7	7.1	1.80 per	
	b) Accent/World of Work Series: 10 books job-related	7&8	7.1,7.2,7.5 8.5	1.38 per	
34.	Innerchange [A]	7	7.5	X	HUMAN DEVELOPMENT TRAINING INSTITUTE
35.	Peoplemirrors	7	7.5	X	BOWMAR-NOBLE
36.	Values: What's Important to You [A]	7	7.5	X	SCHOLASTIC BOOK SERVICES
37.	Why Am I Afraid to Tell You Who I Am? [A]	7	7.5	X	ARGUS
38.	Succeeding At Work	7	7.5	25.00 each (15 trans.) 175.00 series	UNITED TRANSPARENCIE
39.	Trouble at Work 1. Absenteeism 2. Lack of Ambition 3. Hazing 4. Failure to Communicate	7	7.5	X (4 f.s. & records)	AGS

	TITLE	GOAL	OBJECTIVE	COST	SUPPLIER
40.	Understanding Values	7	7.5	X Kit - 8 films & 3 tapes	EYEGATE
41.	Rational Emotive Ed.	7	7.5	X	INSTITUTE FOR RATIONAL LIVING
42.	Ways of Good Habits	7	7.2,7.5	X film	CORONET FILMS
43.	Money Matters Cards	8	8.5	X	WISE OWL PUB.
44.	a) Using Money Series: Counting My Money Making My Money Count Buying Power Earning, Spending & Saving	8	8.5	5.85 series of 4 1.95 per	FRANK RICHARDS
	b) Learning To Use Maps	8	8.2	1.95	
	c) I Want A Job	7	7.1-7.5	1.95	
	d) On the Job	8	8.3,8.5	1.95	
45.	Money Puzzles	8	8.5	6.50	TEACHING RESOURCES
46.	Parent' Yellow Pages A	8	8.3	7.95	ANCHOR/DOUBLEDAY
47.	Systematic Instruction for Moderately & Severely Handicapped	7&8	all	16.95	MERRILL
48.	a) Developing Social Acceptability - Bk. 4	7 8	7.1,7.4 8.1	29.70 (w. pictures)	WALKER
	b) Skills of Daily Living - Bk. 8	7 8	7.1,7.4 8.5	29.80 (w. pictures)	
49.	Count Your Change	8	8.5	X	MILTON BRADLEY
50.	Functional Reading Survival Skills-Set B:	8	8.2	3.95	BASIC LEARNING CORP.
	Sequencing	5	5.1		
	Maps	8	8.2		
	Transportation	7	7.4		
	Applications/News Rding.	7	7.4,7.5		

IV. APPEARANCE

9. THE CLIENT WILL MAINTAIN APPROPRIATE HYGIENE EXPECTATIONS.

The Client will:

9.1 use appropriate cleanliness habits.
9.2 properly groom hair.
9.3 demonstrate correct skin hygiene.
9.4 demonstrate proper dental care.

IV. APPEARANCE
9. Hygiene
9.1 Cleanliness

9. THE CLIENT WILL MAINTAIN APPROPRIATE HYGIENE EXPECTATION.

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

9.1 The client will develop appropriate cleanliness habits

Yes	No	
		A. Client can describe the correct procedures for taking a bath or shower.
		B. Client can describe correct procedures for nail care.
		C. Client can give the correct response to the statement: "You don't have to wash your underarms everyday if you use deodorant."
		D. Client can give the correct response to: "How often should you wear deodorant?"
		E. Client is clean on a daily basis.

Comments: See "Physical respect for self" (6.1, p.144).

INSTRUCTIONAL STRATEGIES

- Assemble various grooming products for clients to use and compare during the following activities:

  a) Taking shower/bath.

  Have client identify items needed for shower or bath and explain the proper use of each.

  b) Have client identify deodorants (in magazines, newspapers or at store.

  Show client the proper areas for deodorants and and the amounts to be used.

  Explain why it is important to use deodorants on the job and why it is important to change underwear and clothes after bathing.

Identify three major forms of packaging deodorants:

a) cream
b) roll-on
c) spray

** Establish a grooming program. Take close-up photos of nails, make-up, clothes and hair before and after the program. Point to examples in work situations of bad hygiene habits:

a) One person sneezes in another's face.
b) Someone joins group who hasn't showered lately.

Ask how cleanliness affects health. Ask how it affects others and our own attitudes about ourselves. Have clients explain the use of a handkerchief. Demonstrate how it's used.

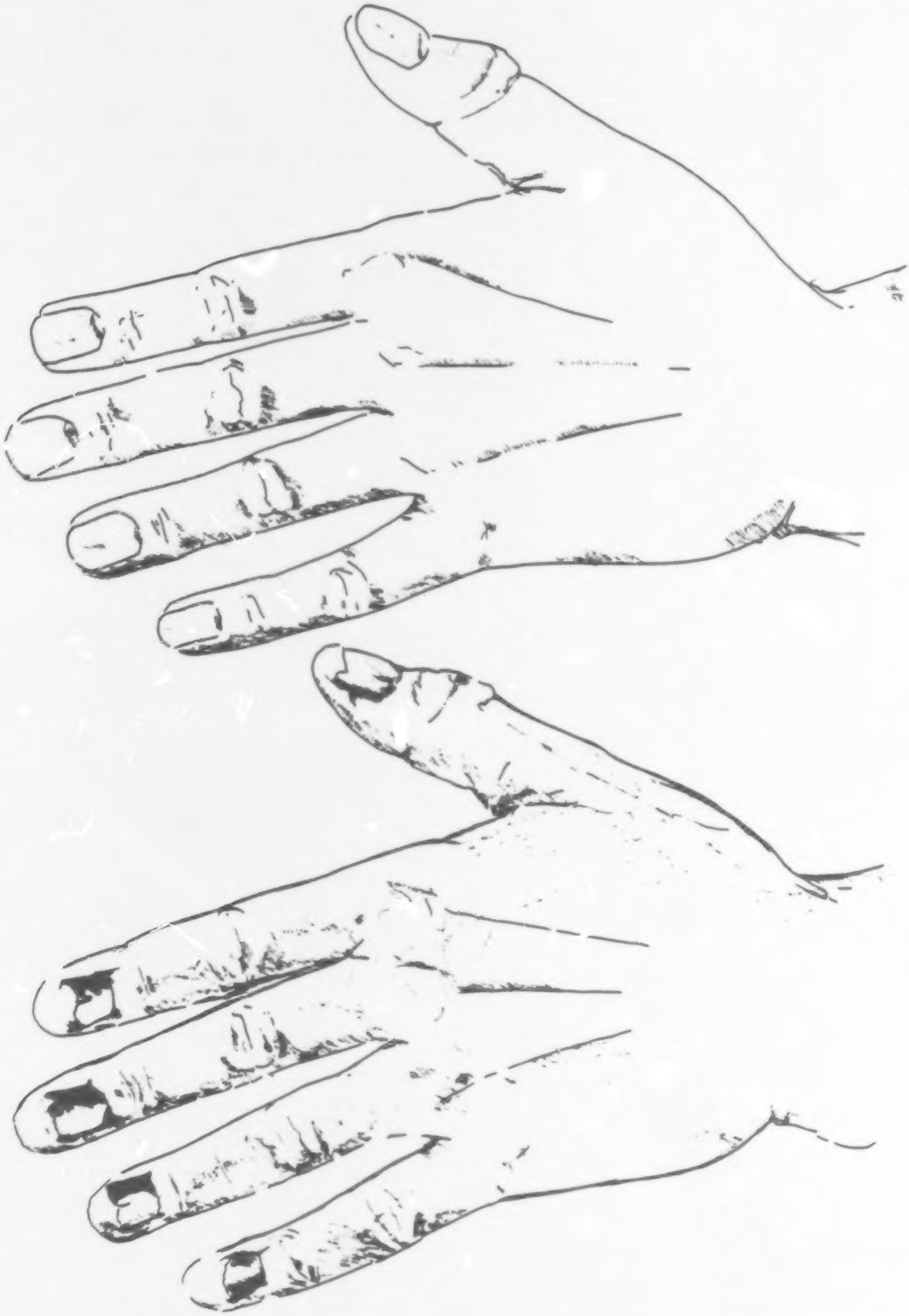
*** Discuss the importance of keeping different personal areas clean:

a) Discuss the need and the utensils for clean nails.

Have client identify items needed for proper finger/toe nail care (file, fingernail clipper, toenail clipper) in magazines, on store shelves or in a collection presented by instructor. Show the client how to use the file and clippers. Ask how fingernails can be too long for certain jobs.

b) Discuss the necessity of using an underarm deodorant.
c) Discuss importance of showering or bathing.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.



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ADDITIONAL STRATEGIES for Cleanliness Habits (9.1).

* 1. Cut and paste posters. Make one each of cleanliness areas (e.g., hair, body). Have clients collect pictures to fit these areas. Make posters and display in room.

** 2. Ask clients to help create a weekly class check list on cleanliness. Include such things as bathing, washing hair, nail care, use of deodorant. Each day ask client to check off each procedure they did the day before. This will visually reinforce good cleanliness habits for the whole group.

*** 3. Discuss with clients appropriate ways of telling someone that they have a cleanliness problem that is affecting others. Stress tactful honesty. Role play the following situations:

a) Worker next to you has very bad breath/body odor and you find it difficult to work near him.
b) Fellow worker arrives in dirty, wrinkled clothes.
c) You note that a fellow worker doesn't use cleanliness habits in the bathroom (e.g., doesn't wash hands, flush toilet).

Distinguish when to say something.

IV. APPEARANCE
9. Hygiene
9.2 Groom Hair

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

Yes	No

9.2 The client will properly groom hair.

A. Client can describe the correct procedure for combing/brushing hair.

B. Client can describe the correct procedure for washing hair.

C. Client can describe the correct procedure for drying hair.

D. Client's hair is properly groomed on a daily basis.

Comments:

INSTRUCTIONAL STRATEGIES

- Client identifies the proper items needed for clean hair (by visiting store, looking through magazines, or selecting hair grooming utensils from bathroom items that teacher supplies).

Demonstrate the procedure of shampooing hair: wetting, applying the shampoo, working into lather, scrubbing scalp, rinsing thoroughly with warm water, drying hair completely. Have client follow the same procedure.

Prepare for shampooing:

a) massage scalp properly with hands
b) brush hair from nape of neck forward
c) brush hair from forward back

Shampoo hair:

a) choose shampoo appropriate to hair type
b) choose rinse appropriate to hair type
c) wet hair thoroughly
d) apply small amount of shampoo
e) massage shampoo gently with fingertips into scalp and hairline
f) thoroughly rinse hair with warm water

Dry Hair:

a) identify dryer - plug into outlet
b) select proper drying temperature
c) dry hair
d) check for complete dryness
e) unplug dryer

** Client keeps hair combed/brushed.

Client can identify by use of pictures or visiting a store the correct items needed for proper hair care: comb, brush, hair pick, hair rollers, hairpins.

Model the correct method of combing/brushing the hair. Have clients comb/brush hair in front of mirror at least three times daily, in the style that they prefer.

Using steps indentified in magazines or demonstrated by hairdresser/barber on a visit, show the clients the steps for: using hair rollers and hairpins, removing the rollers and pins and combing/brushing out to style. Have client set hair four times a week.

*** If applicable, client keeps hair cut to practical length and personal style.

Ask clients whether or not they need haircuts.

Visit barbershop or beauty parlor with client. Have client select hairstyle most appropriate and comfortable.

Monitor the client's regular appointments for hair care.

On a "beauty day", have clients practice various hairstyles on wigs or one another. If possible, go to a beauty parlor or have a cosmetologist come in. (Many times a county career center welcomes visitors for student experience). Emphasize choosing the hairstyle best suited to hair type and face shape.

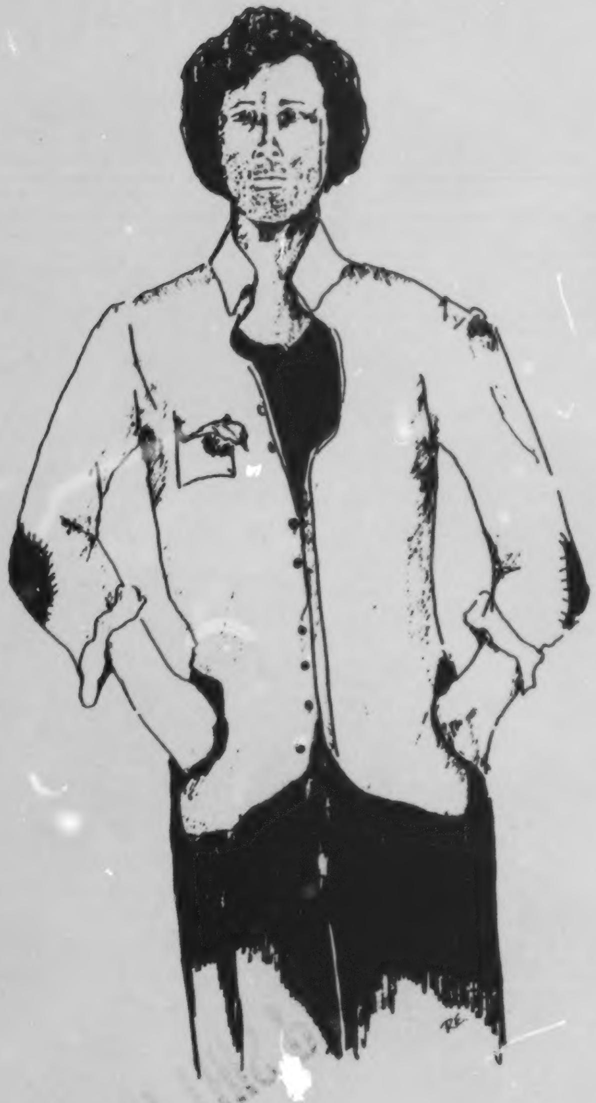
Have hair trimmed for desired style:

a) choose salon for hair trim
b) set time to have hair trimmed
c) be prompt for appointment at salon
d) explain (or show picture) desired cut

Discuss the need and frequency of caring for hair (daily brushing and combing, twice weekly shampooing, keeping brushes clean and not sharing them). Identify different textures of hair (e.g., fine, coarse . . .).

Discuss differences in washing oily, dry, normal hair and in various treatment shampoos.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.



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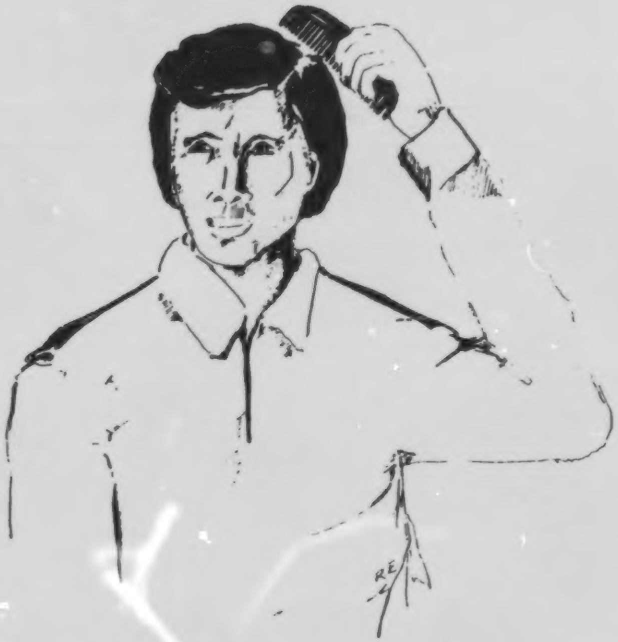

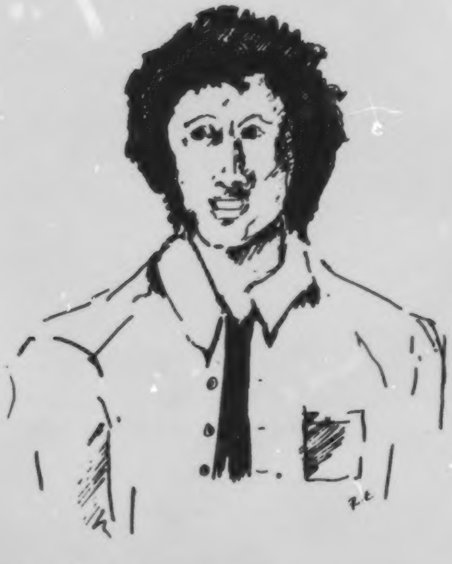

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ADDITIONAL STRATEGIES for Properly Grooming Hair (9.2).

* 1. Have the client describe the correct sequence of washing/drying his/her hair. Make corrections in the verbal explanation as each goes through the process. When the clients are through, have them look through magazines and/or newspapers for pictures of each step in the sequence of washing/drying their hair. Cut the pictures out and put them all in a pile on the table. Then have the client look through the pictures until pictures of each step in the sequence are found. The client should then arrange the pictures in the correct sequence.

The instructor may mix the pictures and have the client rearrange in the proper order.

** 2. Create a class checklist as to how often people wash their hair. Many clients are allowed to perform this task only on certain days. If they miss their day, it may be another week before they have the opportunity again. A checklist may help them remember. The morning after they have washed their hair, ask them to indicate it on the chart. Encourage this by asking questions: "Good for you. You washed your hair!"

a) "Tell me what you did first."
b) "Did you use creme rinse?"
c) "What kind of shampoo did you use?"

*** 3. Discuss with clients what the consequences of not washing hair are:

a) matting
b) smell
c) offending others
d) dandruff
e) other scalp conditions (e.g., bugs, sores)

*** 4. Discuss the need and frequency of caring for hair. Discuss with the clients the possible consequences of unkept, ungroomed hair (peer pressure, target of ridicule, jokes, displeasure from supervisor). Explain how important a well-groomed appearance is in getting a job, in getting along with others, in feeling good about oneself. Stage a situation in which the instructor is the personnel director of employer looking to hire someone. The instructor should choose to interview at least four clients from the group. Before the interview, discuss with all clients in the group which qualities the interviewer desires. Explain that although the ability to do the work is important, a well-groomed, neat appearance makes a much more favorable impression than an unkept, messy one.

ADDITIONAL STRATEGIES for 9.2 continued.

For the interviews, the instructor should try to select clients from the group who will reflect various degrees of appearance. The instructor should make a checklist of the desired qualities. After each interview, review these with the group, pointing out both positive and negative points of the interview. Sensitively emphasize the interviewee's appearance, but not to the point of ridicule. After all interviews are completed, ask the members of the group who, on the basis of appearance, would get the job and why.

Repeat procedure at least twice a week.

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

Yes	No

9.3 The client will demonstrate correct skin hygiene.

A. The client can state three practices that contribute to healthy skin.

B. The client can describe the correct procedure for shaving.

C. The client displays proper skin hygiene on a daily basis.

Comments:

INSTRUCTIONAL STRATEGIES

It is a fairly simple matter to convert any one of these basic strategies to a more concrete or abstract level. Simply concentrate on the process words underlined for conversion to different level.

* Task - Shaving (face, legs, underarms)

Client should:

a) Recognize the necessary shaving items. Have client describe his/her shaving technique, mentioning all necessary items. In magazines or at store, have client pick out appropriate items for shaving (male and female). Have client bring all necessary items to training session and arrange according to use.

b) Follow the proper shaving procedure. Have client properly shave himself/herself by: washing with warm water and soap, rinsing with warm water and applying shaving cream, ensuring the razor has a sharp blade, shaving using downward motions, rinsing the razor frequently to clean off blade, rinsing with warm water and drying shaved area.

c) Maintain proper skin hygiene. Client uses after-shave lotion or talc, stops shaving if rash or skin ailments develop, starts again when possible.

IV. APPEARANCE
9. Hygiene
9.3 Skin Care

** Have client state three practices that contribute to the maintenance of healthy skin:

a) balanced diet
b) exercise and out-of-door activities
c) use of appropriate soaps or cleansing creams
d) general state of health
e) moderate or no use of make-up
f) proper use of commercial skin products

Have client state three skin types:

a) oily
b) dry
c) normal
d) combination

Have clients identify their own skin type. Talk about and demonstrate how to prevent acne, pimples and blackheads. Explain how to decide when and if a skin product is necessary and helpful (e.g., winter dry skin).

*** Discuss how to bathe properly in bathtub or shower. Identify and use essential materials for skin care:

a) soap
b) water (sink, bathtub, shower)
c) towel, washcloth
d) deodorant, powder

Correctly adjust water force and temperature. Wash face and hands with soapy water. Rinse with both warm and cool water. Towel dry completely.

Pantomime taking a bath. Turn on and adjust the temperature. Lather the body from head to toe. Rinse with warm water. Turn off water. Towel dry completely.

Demonstrate a shower in swim suits.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

ADDITIONAL STRATEGIES for Correct Skin Hygiene (9.3).

* 1. Ask clients to each cut from magazines a picture of people who have healthy looking skin. Ask them to show their picture to the group. Tell what they think this person does to maintain a good complexion.

** 2. Show clients how to clean and bandage a minor cut or scrape. Ask client to repeat the procedure on themselves or another. Talk about the use of antibiotic first aid cream, merthiolate, and cleansing the area. Does it need a bandage?

*** 3. Discuss with clients what procedure(s) should be taken if the following skin conditions occur: (use common sense)

a) sores
b) itching
c) bumps/hives/scabies
d) burns (minor/major)
e) scrapes/cuts

Date
Completed

Pre	Post

Yes	No

ASSESSMENT CRITERIA

9.4 The client will demonstrate proper dental care.

A. The client can state three practices that contribute to healthy teeth.

B. The client can describe the correct procedure for brushing teeth.

C. The client brushes teeth on a daily basis.

Comments:

INSTRUCTIONAL STRATEGIES

* Have clients identify items for cleaning teeth (e.g., brush, paste, dental floss, water . . .).

Demonstrate the use of a toothbrush, floss, gum massage and waterpick.

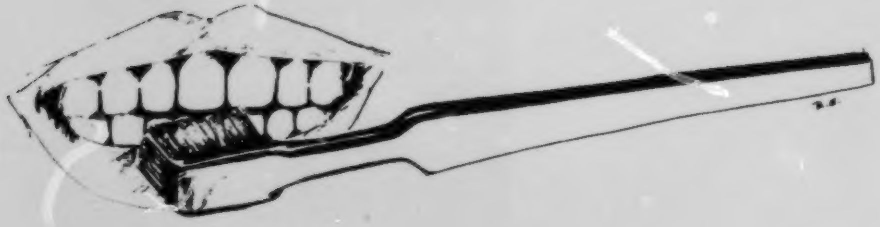
Recommend daily cleaning and two annual dentist visits.

** Study an enlarged model of human tooth and/or set of teeth. Hubbard Scientific or a local dentist should help. Trend Enterprises also has some bulletin board paste-ups on Dental Care. Have clients define reasons for proper dental care (e.g., to avoid bad breath, unsightly missing teeth . . .). See Suppliers addresses in resources at end of curriculum (Appendix A).

*** Role play locating a dentist in the yellow pages and calling for an appointment. If you live in an urban area, visit one of the children's museums which frequently have a dental office set up as an interactive exhibit (e.g., in Lansing - Impression Five Museum). Write the American Dental Association for other information.

American Dental Association
535 North Dearborn
Chicago, Illinois 60600

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section



ADDITIONAL STRATEGIES for Proper Dental Care (9.4).

* 1. Explain that all food is dangerous to your teeth if you do not brush. If you do brush frequently, then it becomes apparent as to which foods are the most harmful. Go through magazines and find pictures of foods harmful-to-teeth. Ask clients to cut out these pictures and make a class collage. This collage could be shared in a lunch or break area along with other dental information.

** 2. Talk about what foods are good for your teeth and which are not. Ask clients to decide why something is good or bad. Examples:

a) apples - natural toothbrush
b) soda pop - excessive sugar
c) gum - prolonged contact with teeth, can pull out fillings

*** 3. Discuss with clients other ways in which we abuse our teeth.

a) opening bobby pins
b) cracking nuts
c) chewing on nails
d) gritting teeth
e) eating very cold or very hot things
f) opening bottles

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IV. APPEARANCE

10. THE CLIENT WILL DRESS APPROPRIATELY.

The Client will:

10.1 dress appropriately for a given task.

10.2 dress appropriately for the weather.

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IV. APPEARANCE
10. Dress
10.1 Dress for Task (clean)

10. THE CLIENT WILL DRESS APPROPRIATELY.

Date Completed

ASSESSMENT CRITERIA

Pre	Post

10.1 The client will dress appropriately for a given task.

Pre	Post

10.1.1 Recognition of clean clothes.

Yes	No

A. Upon request, the client can state reasonable frequencies for the changing of three items of clothing (e.g., underwear, socks, shirt/blouse).

B. The client can differentiate between pictures showing clean attire and soiled attire.

C. Upon request, the client can give three reasons why it is important to wear clean clothes.

Comments:

INSTRUCTIONAL STRATEGIES

* Make a checklist with the clients to show the frequency with which different articles of clothing should be changed (e.g., socks, underwear, slacks, blouses . . .). Have clients cut out pictures of the clothing included in the checklist, then have them paste the appropriate picture under the name of the matching piece of clothing (assistance may be necessary). Column headings for changing frequency could include such things as "daily," "when dirty," and "seasonally." Instruct the clients to place a mark in the column showing the correct frequency with which each article of clothing should be changed (e.g., underwear - daily, coats - seasonally . . .).

** Demonstrate the correct way to spot-clean an item of clothing, then have clients imitate the procedure while talking them through it. Ask the clients, when possible, to communicate the procedure as it is being done. Also, identify occasions that necessitate spot cleaning (e.g., spilled coffee, food, blood), as well as the need to clean the spot as quickly as possible so that the stain does not set.

*** Discuss with the clients why it is important to wear clean clothes. The discussion should include:

a) odor
b) appearance
c) better feeling about self
d) peer pressure
e) employer expectations

SEE ADDITIONAL STRATEGIES that follow entire objective 10.1.
Resources at end of Section.

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IV. APPEARANCE
10. Dress
10.1 Dress for Task (neat)

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

10.1.2 Recognition of a neat appearance.

Yes	No

A. The client can differentiate pictures of people wearing properly fitted attire from those showing people wearing improperly fitted attire.

B. The client can sew a button onto a piece of cloth.

C. Upon request, the client can state two examples that constitute a neat appearance (e.g., tucked in shirt/blouse, tied shoes, unwrinkled clothes . . .).

Comments:

INSTRUCTIONAL STRATEGIES

* Make a checklist with the clients of various ways to maintain a neat appearance. Design the checklist from their ideas and have them check themselves at least three times a week. It would be especially helpful if the clients could take their lists home, check their items of apparel, then bring their lists back for a discussion in class. If this is impossible, the list can be left somewhere in the room.

** Missing buttons from clothing are a common problem. Have the clients bring in items of clothing that are in need of buttons or other minor repairs (obviously, broken zippers are too complicated for this exercise). Provide each client with needle, thread, and buttons - it may be necessary to point out the importance of button size in relation to the size of the buttonhole. Stress proper matching of the button color and style to the other buttons on the item of clothing. Demonstrate how much thread to use, how to thread a needle, and how to tie a knot in the thread. Demonstrate the procedure of sewing on a button while the clients repeat your example step by step. Thimbles are a good idea, but often too awkward for the client to use.

*** Some dress problems that need constant attention are open zippers, unbuttoned shirts or blouses, hanging slips, and baggy nylons. Discuss with the clients the need to be aware of these particular problems. Also discuss:

a) How to tell someone, without yelling across the room that his zipper is open, her slip is showing . . . .
b) How to "emergency" pin a bra strap, a torn piece of clothing . . . .

These types of situations also present an excellent role playing activity for the class.

SEE ADDITIONAL STRATEGIES that follow entire objective 10.1.
Resources at end of Section.

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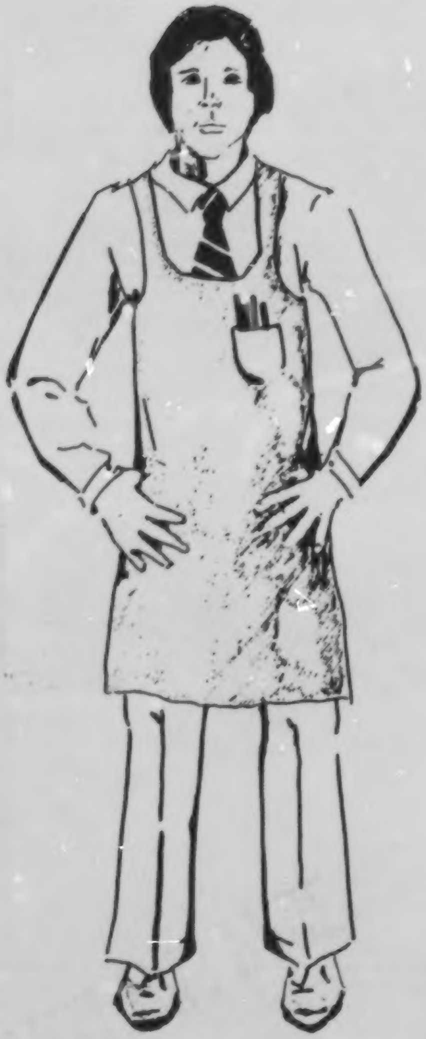

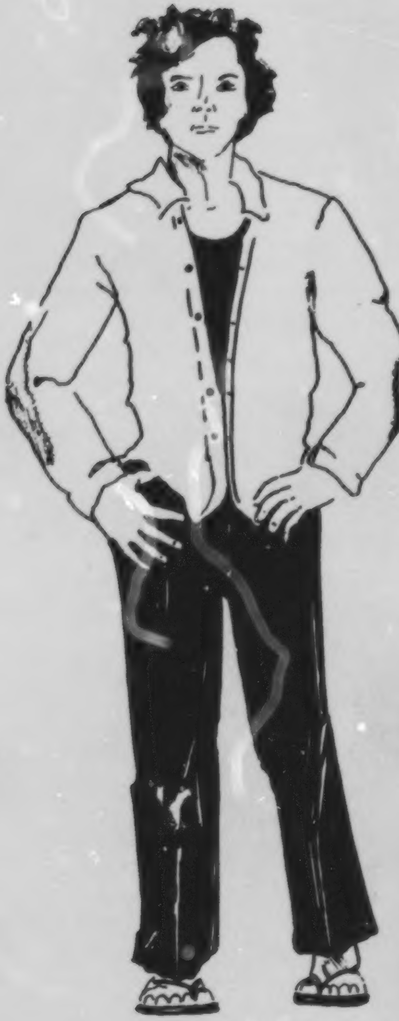

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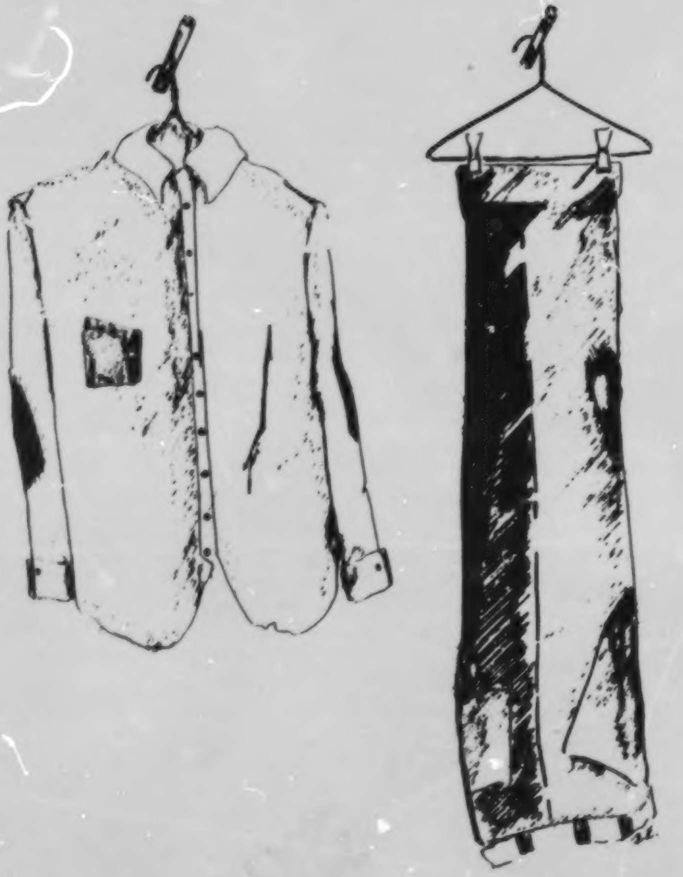

IV. APPEARANCE
10. Dress
10.1 Dress for Task (varied settings)

Date Completed

ASSESSMENT CRITERIA

Pre		Post	

10.1.3 Recognition of appropriate clothes for various situations.

Yes	No	
		A. The client can identify a picture of a person dressed for a formal occasion.
		B. The client can identify a picture of a person dressed for a leisure activity.
		C. The client can identify a picture of a person dressed for work.
		D. The client can name three items of apparel that would be inappropriate/ unsafe to wear while working.

Comments:

INSTRUCTIONAL STRATEGIES

* Ask clients to list the variety of occasions that would require specific forms of dress:

a) formal and informal dress (e.g., "Church" clothes vs. "Interviewing" attire . . .).
b) work clothing - list clothes appropriate to types of jobs.
c) sports clothing (e.g., jogging attire, swimsuit . . .).
d) leisure wear (casual wear).

** Collect pictures depicting people dressed for particular occasions. Make the pictures small enough to duplicate for hand-outs. Name certain occasions and ask clients to put an "X" on the hand-out that models the event described by the instructor. For example: place an "X" on the picture of "Correct clothes for a factory setting."

*** Discuss from the standpoint of safety (see also Goal 7) which clothes would be (and which clothes would not be) appropriate on an assembly line.

IV. APPEARANCE
10. Dress
10.1 Dress for Task (varied settings)

Appropriate clothes:

a) flat shoes with closed toes
b) slacks
c) safety glasses

Inappropriate clothes:

a) high heels, sandals
b) shorts
c) hats or coats
d) sun glasses

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.

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ADDITIONAL STRATEGIES for Dressing for the Task (10.1.1, 10.1.2, 10.1.3).

10.1.1

* 1. Missing buttons are a common problem. Have learners bring in clothes that need buttons or other minor repairs. Provide each person with needle, thread, and buttons. It may be necessary to point out the importance of button size in relation to the size of the buttonhole. Stress proper matching of button color and style to the other buttons on the clothing item. Demonstrate how much thread to use, how to thread a needle, and how to tie a knot in the thread. Demonstrate the procedure of sewing on a button step by step while the learners follow your example. Thimbles and needle threaders are useful, but often too awkward for many clients to use.

* 2. Ask the clients to list the characteristics of clean and dirty clothes. Ask how they know when a piece of clothing needs to be changed (odor, stains . . . .). Ask if there are some things that can be worn more than once before they have to be washed (slacks, woolens . . .).

10.1.2

* 3. Ask the clients to cut out pictures from magazines that show people who are displaying a neat appearance. Have them identify the different things that make up a neat appearance, and to find some people who are dressed neatly. Have the group put together a collage using the pictures that they have selected from the magazines.

10.1.3

* 4. Show slides of people wearing different types of clothing (e.g., jeans, long dresses, sports clothes, suits . . . .). Have the clients identify the proper setting and/or occasion that would match the attire in the slides. (If slides are not available, pictures from magazines and mounted as posters may be used). Posters of different settings can be mounted on wall and as clothes matched to each. In this way, verbalizing is minimized so that all clients are able to become involved in matching.

10.1.1

** 5. Demonstrate how to sort and wash clothes:

a) Sort darks from lights, permanent press from

ADDITIONAL STRATEGIES for 10.1.1, 10.1.2, 10.1.3 continued.

regular (e.g., sheets, underwear . . .).

b) Look at labels to see washing instructions (whether or not items can take bleach, harsh detergents, or dry cleaning).

c) Check amount of detergent suggested on box in relation to the type of washer (e.g., top loading and front loading machines vary, as do coin-op ones).

d) Select proper temperature and action dials (e.g., gentle, normal, fast . . .). Then select the major dial designation such as: normal, pre-soak or durable press. (This is the dial that also decides on a small, medium or large load, and determines amount of water for load).

e) Turn washer on so water fills, then add soap/ detergent and/or bleach before adding clothes. (Water should dissolve detergent/bleach before clothes are added).

10.1.2

** 6. Simple mending is also a common problem for clients. Hems are especially common. Try to teach several simple sewing stitches, such as overlap and/or hemming (tat) stitch for holes that might appear on seams.

*** 7. Discuss the importance of neat and/or polished shoes for an overall neat appearance. Include in the discussion the need for properly fitting shoes, replacing broken shoelaces, inspecting for worn heels and soles, and polishing. Talk about the different colors of shoe polish that are available, as well as weatherproofing techniques. Have each client bring in a pair of shoes and demonstrate the correct procedure for polishing with the clients following your instruction step by step.

*** 8. Teacher brings in clothing, or asks clients to bring in clothing. Try to involve learners in color coordinating outfits. (What items would look nice with what other items? Do socks and shoes make a difference in matching an outfit? If you can only afford a few shoes, what colors are best to buy? Where might you wear a tie, and what must it match? Where can you buy nice clothing inexpensively nearby? How about sewing some things for yourself, or could a friend trade you their sewing abilities for something you could do for them?)

ADDITIONAL STRATEGIES for 10.1.1, 10.1.2, 10.1.3 continued.

10.1.1

*** 9. Discuss sorting clothes after they are washed, paying particular attention to plan: e.g., sort clothes according to the need to iron them or not, and according to where they are stored.

a) How do we iron wrinkled clothes? (If we let them sit in dryer after it goes off, how can we get perma-press unwrinkled? Spray some water in the dryer, dry them again for 10 minutes. Just make sure this time you take them out right away!)
b) How do we wash and dry woolens?

10.1.3

*** 10. Purchasing clothes. Discuss with clients what to look for when buying work clothes explaining the importance of durability. Discuss the importance of the information in the labels (e.g., washing/dry cleaning instructions, the material's makeup percentages in case of allergies and/or sensitivity to certain fibers).

IV. APPEARANCE
10. Dress
10.2 Dress for Weather

Date
Completed

ASSESSMENT CRITERIA

Pre		Post	

10.2 The client will dress appropriately for the weather.

Yes	No	
		A. The client can identify a person dressed correctly for "rainy" weather (pictures or a dressed model).
		B. The client can identify a person dressed correctly for cold weather (picture or a dressed model).
		C. The client can identify a person dressed correctly for hot weather (picture or a dressed model).
		D. The client can identify a person dressed correctly for moderate (spring/fall) weather (picture or a dressed model).
		E. The client can name three items of clothing that are worn when outside, but should be taken off when coming inside (e.g., boots, hat, gloves, coat).

Comments:

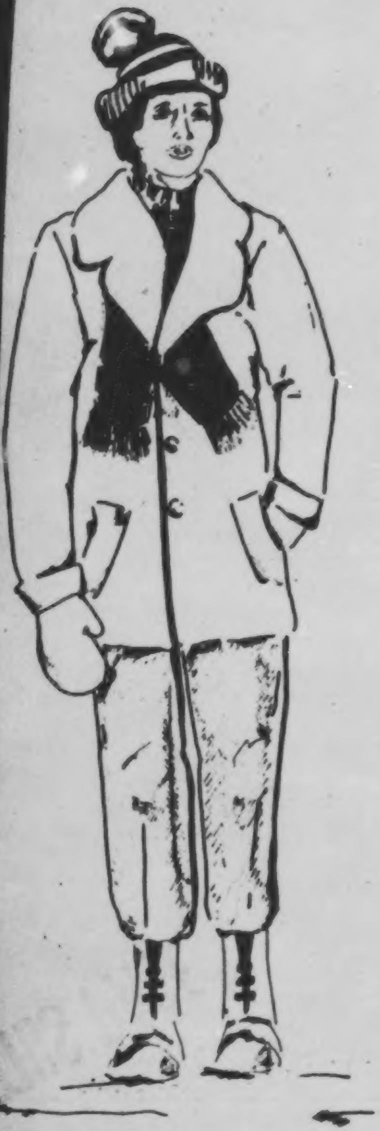
INSTRUCTIONAL STRATEGIES

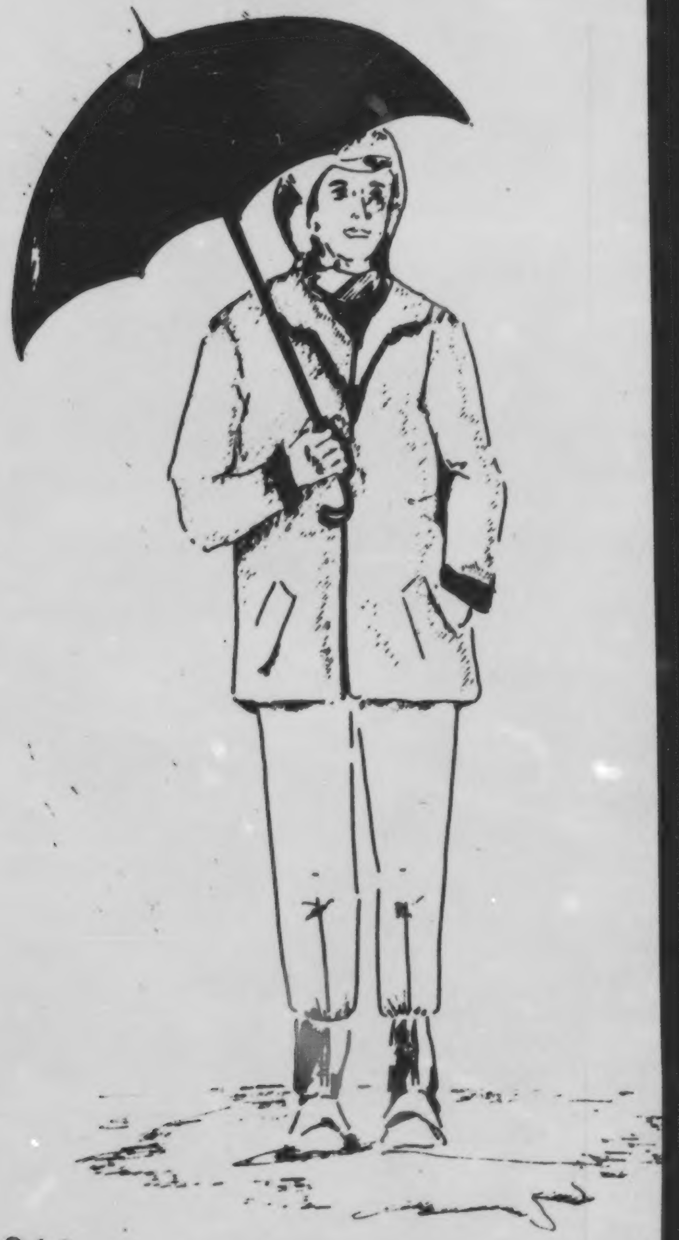
* Cut out pictures of clothes designed for specific weather conditions. Then discriminate types of weather conditions (e.g., rain, snow, clear, cold) and ask learners to give their own definitions of "cold," "hot," or "rainy." Match pictures from a catalogue of clothes with various weather conditions and work types (e.g., mailman, newspaper deliverer, policeman).

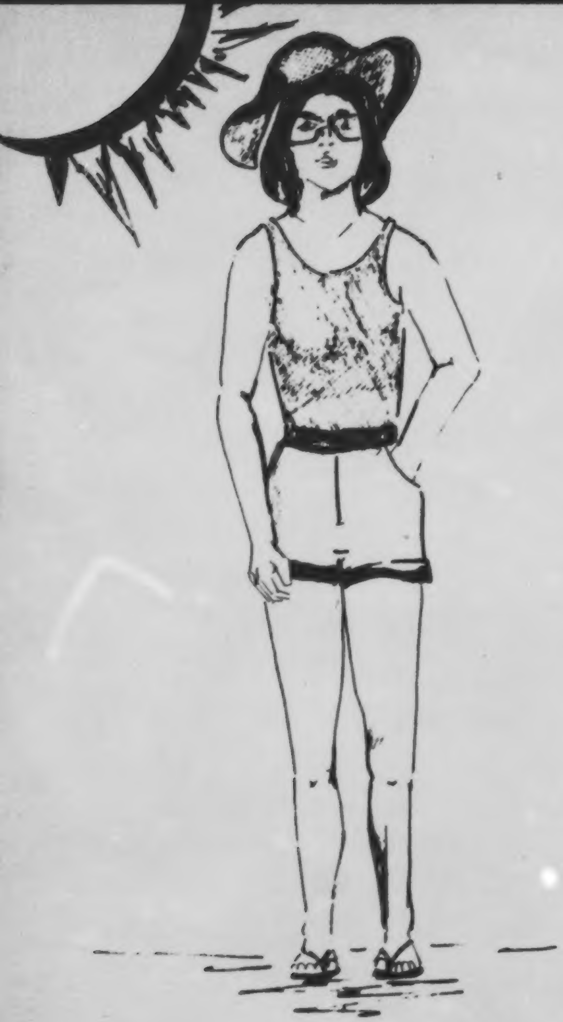
** Show varied dress by changing merely the head attire, torso or foot attire on a home-made dress tube. (A clear tube with three cuts horizontally on a dowel can have pictures inserted that can then be revolved and combined directly). Discuss combinations appropriate to particular weather conditions. If you work at a sheltered work setting, you may find that "Evaluation" has a VALPAR Dress Tube. Use this or adapt something similar.

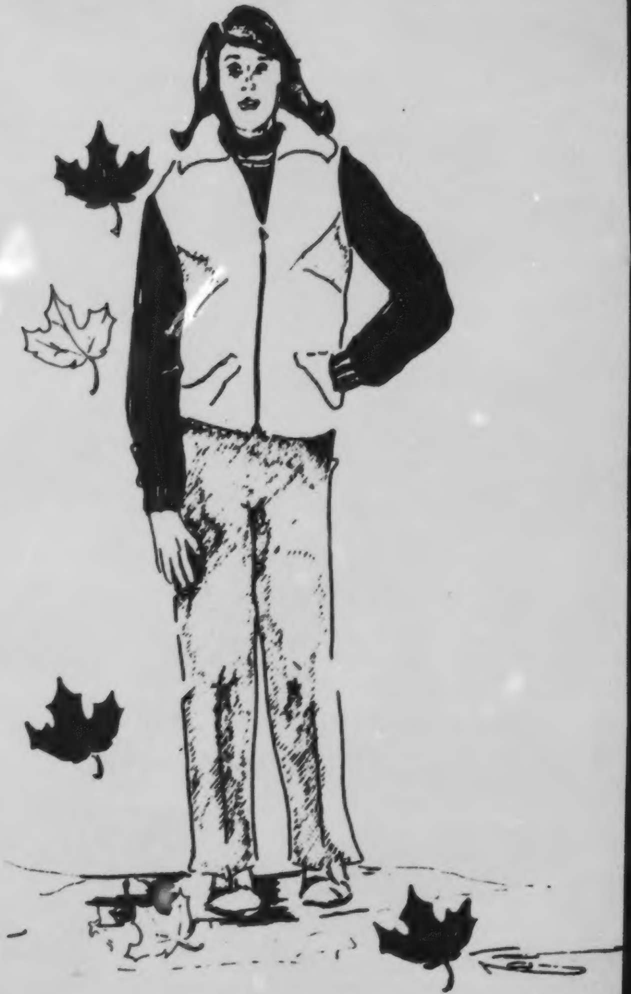
*** If you have some extra clothes brought in (from clients or Goodwill), role play the wearing of various combinations to varied weather conditions. Pose questions afterwards and discuss some consequences of dressing inappropriately for the season (e.g., getting cold or wet or being looked at . . .). Have clients discuss "indoor" and "outdoor" clothing. Ask how people adapt to cold and hot weather (e.g., to cold weather by wearing coats, hats, boots, woolens, gloves and scarves). Ask clients why they don't wear coats inside classes.

SEE ADDITIONAL STRATEGIES that follow.
Resources at end of Section.









ADDITIONAL STRATEGIES for Dressing for the Weather (10.2).

* 1. Make a 12 month calendar with the clients. It may be necessary to make a ditto beforehand with 31 squares so that the clients can: fill in the numbers for the days of the month; print the days above each corresponding column (Mon., Tues., Wed.); and fill in the month on the top of each page. For each month, cut out a picture showing clothes appropriate to the month's weather; paste the picture on the top of the page above the month.

* 2. Ask clients to dress for a "Fashion Show" demonstrating appropriate and inappropriate dress. On the day of the show have each model his/her outfit and have other clients tell why it is or is not appropriate. Questions to pose:

   a) What "goes together"?
   b) What clothes should be worn during an interview and why? (appearance, neatness, cleanliness, function, safety)

** 3. The storage of clothes may help some clients organize themselves. Suggest that clients keep summer and winter clothes in separate spots (including drawers as well as closets) so they do not have to choose from all their clothes.

*** 4. Describe various weather and/or seasonal conditions. For each condition described, have clients list appropriate clothing.

SEE APPENDIX A FOR SUPPLIER ADDRESSES

IV. RESOURCES FOR APPEARANCE

A= NEEDS ADAPTATION

X= WRITE SUPPLIER FOR CURRENT PRICE

There are so many materials available for Appearance, we list only familiar ones

TITLE	GOAL	OBJECTIVE	APPROXIMATE COST	SUPPLIER
1. Good Work Habits: A Pre-Voc. Skill Train. Program	9	9.1	X	MAFEX
2. Health, Safety & Sanitation	9	9.1	X	STECK-VAUGHN
3. Money Series: includes Clothing care	9	9.1	2.00-3.00 each	HOPEWELL
4. a) Independent Living Sequential Cards	9	9.1	3.50	DLM
b) Health, Fitness & Safety - Self-care Cards	9	9.1	X	
5. Ways of Good Habits	9	9.1	X film	CORONET
6. Community Living Skills Guide "Looking Good: Hygiene"	9	9.1-9.4	10.00	COLLEGE for LIVING
7. Materials & Bibliographies for Hygiene	9	9.1	X	STOUT
8. Interpersonal Life Skills	9	9.1-9.4	425.00 (kit)	SINGER
9. a) Becoming Independent Units on: Grooming, Laundry, Ironing & Clothing Maintenance	9	9.1	X	EDMARK
b) Survival Vocabularies "Clothing Language" (#572)	9	9.1	24.80 (8 bks.)	
c) Project MORE Personal Care series. Individual care areas such as: Using Deoderants, Showering, Shaving,				
Rolling Your Hair		9.2		
Feminine Hygiene		9.1		
Tooth		9.4	97-110(13 books)	HUBBARD, EBSCO, or EDMARK
Complexion		9.3	5-6.00 each	

[redacted]

	TITLE	GOAL	OBJECTIVE	APPROXIMATE COST	SUPPLIER
9.	d) Care of Teeth #737	9	9.4	27.95 kit	EDMARK
	e) The Problem Acne #745	9	9.3	27.95	
	f) Self-Care Male #751	9	9.1	99.95 kit	
	g) Self-Care Female #750	9	9.1	99.95 kit (f.s.,cassette & manual)	
10.	a) People at Work Posters	9	9.1-9.4	8.95 (#159) 6.95 (#1217)	INSTRUCTO
	b) We Dress for Weather	10	10.2	9.95 (#285)	
	c) Community Careers	9 & 10	-	7.95 (#157)	
11.	Clothing Care Series: The Laundromat Ironing, Dry Cleaning Fabric Care, Laundry Products	9	9.1	X	INTERPRETIVE ED.
12.	Personal Grooming & Physical Hygience from the: I Can Do It! series	9	9.1	X	K&H
13.	Manuals & Materials developed by County Intermediate School Districts	9	9.1-9.4	cost of duplicating loan only to outlying counties	WASHTENAW ISD/INGHAM ISD
14.	Steps in Clothing Skills	9 & 10	9.1,10.1,10.2	X	BENNETT
15.	Snip,Clip & Stitch	10	10.1 & 10.2	X	PARKINSON, R.W.
16.	Developing Social Acceptability -Bk. 4 Skills of Daily Living - Bk. 8	9 & 10	all	29.80	WALKER

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APPENDIX A

RESOURCES - Suppliers Cited

Abrams, Inc., Harry N.
110 East 59th Street
New York, New York 10022

Addison-Wesley
Reading, Massachusetts 01867

American Guidance Service
Circle Pines, Minnesota 55014

Anchor/Doubleday
501 Franklin Avenue
Garden City, New York 11530

Argus Communications
(See DLM)

Barnell Loft, Ltd.
958 Church Street
Baldwin, New York 11510

Basic Learning Corporation
Williamsville, New York 14221

Bennet, Inc., Charles A.
Peoria, Illinois 61614

Blissymbolics Communication Foundation
862 Eglinton Avenue East
Toronto, Ontario, Canada M46 2L1

Bowmar-Noble Publishers
4563 Colorado Boulevard
Los Angeles, California 90039

Cambridge Book Company
488 Madison Avenue
New York, New York 10022

Carkhuff Institute of Human Technology
P. O. Box 863
Department M-10
Amherst, Massachusetts 01002

Centron Educational Films
1621 West 9th Street
Lawrence, Kansas 66044

Clovis Adult School
914 Fourth Street
Clovis, California 93612

College for Living
Metropolitan State College
1006 11th Street
Box 9
Denver, Colorado 80204

College Entrance Exam Board
P. O. Box 2815
Princeton, New Jersey 08540

Continuing Education Publishing Company
P. O. Box 2590
Station A
Champaign, Illinois 61820

Coronet, The Multimedia Company
65 East S. Water Street
Chicago, Illinois 60601

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Cuisenaire (See Learning Games)

DLM (Developmental Learning Materials)
7440 Natchez
Niles, Illinois 60648

Doubleday & Company (See Anchor/Doubleday)

EBSCO Curriculum Materials
1230 First Avenue - North
Box 1943
Birmingham, Alabama 35201

Edmark Associates
P. O. Box 3903
Bellevue, Washington 98004

Ednick Communications
Box 3612
Portland, Oregon 97208

Educational Activities
Freeport, New York 11520

Educational Design Inc.
47 West 13th Street
New York, New York 10011

Educational Teaching Aids (ETA)
A. Daigger Company
159 West Kinzie Street
Chicago, Illinois 60610

Engleman-Becker Corporation
P. O. Box 10459
Eugene, Oregon 97401

Enrich
760 Kifer Road
Sunnyvale, California 94086

Eye Gate Inc.
146-01 Archer Avenue
Jamaica, New York 11435

F. R. Publishers
1103 St. Paul Drive
Merrill, Wisconsin 54452

Fearon/Pitman Publishers
6 Davis Drive
Belmont, California 94002

Follett Publishers
1010 West Washington Boulevard
Chicago, Illinois 60607

Glendora Unified School District
352 Wabash
Glendora, California 91740

Goodyear Publishers
1640 Fifth Street
Santa Monica, California 90401

Guidance Association
(Harcourt, Brace, Jovanovich)
Pleasantville, New York 10570

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, New York 10017

Hopewell
1670 Sturbridge Drive
Route 1
Sewickley, Pennsylvania 15143

Hubbard
P. O. Box 104
Northbrook, Illinois 60062

Human Development Training Institute
7475 University Avenue
Le Mesa, California 92041

Human Policy Press
Syracuse University
216 Ostrom Avenue
Syracuse, New York 13210

Human Services Press - Behavioral
Publishers
72 Fifth Avenue
New York, New York 10011

H. & H. Enterprises
P. O. Box 1070
Lawrence, Kansas 66044

Ideal School Supply Company
11000 South Lavergne Avenue
Oaklawn, Illinois 60453

Ingham Intermediate School District
625 Hagadorn
Mason, Michigan 48854

Institute for Rational Living
45 East 65th Street
New York, New York 10021

Instructional Fair, Inc., Taskmaster
P. O. Box 1650
Grand Rapids, Michigan 49501

Instructo Corporation
Cedar Hollow & Matthews Roads
Paoli, Pennsylvania 19301

Interpretive Education
2306 Winters Drive
Kalamazoo, Michigan 49002

Janus Book Publishers
3541 Investment Boulevard
Suite 5P
Hayward, California 94545

K & H Publishers
3300 West Coast Highway
Newport Beach, California 92663

Lauri
Philips-Avon, Maine 04966

Learning Games, Inc.
34 South Broadway
White Plains, New York 10601

Little Brown & Company
34 Beacon Street
Boston, Massachusetts 02100

Little Kenny
1315 West Belmont Avenue
Chicago, Illinois 60657

Mafex
90 Cherry Street
Johnstown, Pennsylvania 15902

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

McKnight Publishing Company
Department E 81
Box 2854
Bloomington, Illinois 61701

Media Materials
2936 Remington Avenue
Baltimore, Maryland 21211

Melton Peninsula (SAIL), E-1
1949 Stemmons Freeway
Suite 690
Dallas, Texas 75207

Merrill Publishing Company, Charles E.
1300 Alum Creek
Columbus, Ohio 43216

Michigan Employment Security Commission
(Check your local office)

Milliken Publishing Company
1100 Research Boulevard
St. Louis, Missouri 63132

Milton Bradley
Springfield, Massachusetts 01101

National Center Educational Materials and Media for Handicapped
Ohio State University
College of Education, Special Ed.
1945 North High
Arps Hall
Columbus, Ohio 43210

National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60077

New Reader's Press (Frank Laubach)
Box 131
Syracuse, New York 13210

North Carolina Department of Public Instruction
Division for Exceptional Children
Raleigh, North Carolina 27611

ORE Press, Inc.
P. O. Box 61688
Sunnyvale, California 94088

Parkinson, R. W. & Associates
1704 Mumford Drive
Urbana, Illinois 61801

Prentice-Hall Learning Corporation
Englewood Cliffs, New Jersey 07632

Relevant Productions, Inc.
P. O. Box 68
Indian Rocks Beach, Florida 33535

Richards Publishing Co., Frank E.
P. O. Box 66
Phoenix, New York 13135

Scholastic Books
904 Sylvan
Englewood Cliffs, New Jersey 07632

Science Research Association (SRA)
155 North Wacker
Chicago, Illinois 60606

Silbert & Bress Publishers
Department ES
P. O. Box 68
Mahopac, New York 10541

Singer Learning Corporation -
Education Division
80 Commerce Drive
Rochester, New York 14623

Southeastern Regional Educational
Service Center, Inc.
9 Peabody Road
Derry, New Hampshire 03038

Spartanburg Junior League
P. O. Box 2881
Spartanburg, South Carolina 29304

Special Child Publishers
4535 Union Bay Place N.E.
Seattle, Washington 98105

Steck-Vaughn
P. O. Box 2028
Austin, Texas 78768

Stout Vocational Rehabilitation
Institute, Materials Development
Center
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

Sunburst Communications
Room 3
39 Washington Avenue
Pleasantville, New York 10570

Teaching Resources
100 Boylston
Boston, Massachusetts 02116

Trend Enterprises
P. O. Box 3073
St. Paul, Minnesota 55165

United Transparencies
P. O. Box 688
Binghamton, New York 13902

University Park Press
233 East Redwood Street
Baltimore, Maryland 21202

Utah State University
Outreach & Development Division,
Exceptional Child Center
Logan, Utah 84322

Walker Ed. Book Corporation
720 Fifth Avenue
New York, New York 10019

Washtenaw Intermediate Schools
Audio-Visual (#1 V.T.)
1819 South Wagner Road
Ann Arbor, Michigan 48196

West Virginia Research & Training Center
223 Myers
Dunbar, West Virginia 25064

Wise Owl Publishers
P. O. Box 3816
Los Angeles, California 90028

Wyden Publishers, Peter H.
750 Third Avenue
New York, New York 10017

APPENDIX B

GENERAL RESOURCES

Information and Curriculums

Allied Education Council
Box 78 - Grant
Galien, Michigan 49113

An Activities of Daily Living Curriculum for Handicapped Adults, Tiller, Cl, 19
A task-analyzed teaching curriculum that covers areas such as: telling time, telephone use, clothing care, hygiene and grooming. Chiefly for mild to moderately retarded adults. 800 pages. 1978 - cost $20.00.
Magic Valley Rahabilitation Services
Route 2, Eastand Drive South
Twin Falls, Idaho 83301

Annotated Bibliography for Teachers of Functional Literacy
Dickenson Public Schools
444 West Fourth
P. O. Box 1057
Dickinson, North Dakota 58601

Bibliographies: Books for Adults Beginning to Read (67)
Easy Adult Reading: Reading Material (73)
American Library Association
ASD Committee on Reading Improvement for Adults
50 East Huron Street
Chicago, Illinois 60611

1981 Books for Adult New Readers, Materials for Literacy (titles and annotations - free)
Baker & Taylor - Midwestern Division
Gladiola Avenue
Momence, Illinois 60954

Career Education for the Handicapped; Current Perspectives for Teachers
Clark, F. M., W. J. White
Educational Resources Center
1834 Meetinghouse Road
Boothwyn, Pennsylvania 19061
- cost $7.00

Catalog of Adult Education Products
Northwest Regional Ed. Lab.
710 Second Avenue
Portland, Oregon 97204

Center of Human Development
College of Education, Rehabilitation Research & Training Center in Mental Retardation (many fine materials & catalogs)
University of Oregon
Eugene, Oregon 97401

CLAS - Competency-Based Live-Ability Skills
90 Reproducible modules for group or individual work. R.L. 0-4 and 5-8 - cost $116.60.
Clovis Adult Schools
914 Fourth Street
Clovis, California 93612

Clearinghouse ADELL Bulletin
Clearinghouse for Adult Ed. & Lifelong Learning
6011 Executive Boulevard
Rockville, Maryland 20852

College for Living (a curriculum)
Metropolitan State College
1006 11th Street
Box 9
Denver, Colorado 80204

Content Methods and Techniques for Pre-vocational Services to the Mentally Retarded, Tremonti, J. B., M. M. Reingruber, U.S. Illinois, January 1979 paper presented at the World Congress on Future Special Education.
First, Stirling, Scotland, 6-25 - 7-1-78.

Council for Exceptional Children
Information Services
Department 1009
1920 Association Drive
Reston, Virginia 22091

1. Hotline for Custom Computer Searches, Search Reprints and Resource Info. 800-336-3728
2. Life-Centered Career Ed. - A Competency Based Approach
   Brolin, Donn E.
   1979 (also available from Merril Publishers
   Columbus, Ohio 43216

Focus on Adult Retarded
Schulman, E., 1980
Mosby Publishers
3207 Washington Boulevard
St. Louis, Missouri 63103

Ingham Intermediate School District has developed a Performance Objectives Catalog, 1979, that is a TMI/SMI Instructional System in 8 parts (e.g., language, social, vocational) for young students. It is a complete task analysis that may be useful for curriculum development for older delayed learners. Inquire:
Ingham Developmental Center
Division of Special Ed.
Judy Flachs
625 Hagadorn
Mason, Michigan 48854

Human Policy Press
P. O. Box 127
Syracuse, New York 13210
Advocacy materials for normalization in books, posters and slide shows (rent or buy).

Inventory of Habilitatory Programs for Mentally Handicapped Adults
Portland Habilitation
3829 S.E. 74th Avenue
Portland, Oregon 97206

Job Readiness Curriculum
Stout Vocational Rehabilitation Institute, Materials Development Ctr.
University of Wisconsin - Stout
Menomonie, Wisconsin 54751
Many applicable materials and catalogues - cost $2.50

Methods of Instruction for Severly Handicapped Students
Sailor, W., B. Wilcox, L. Brown
P. H. Brookes Publisher
P. O. Box 10624
Baltimore, Maryland 21204
1980 - cost $16.95

Michigan Life Role Competency (MLRC) Project, Special Ed. Review Analysis for MLRC - The Committee task analyzed all MLRCs to determine those essential to the Special Education population. Dr. D. Bonhe lists these skills for mentally handicapped in the four essential competency areas. Guidelines for writing (assessment items) and administering are also completed. Write:
Michigan State Department of Ed.
The MLRC/SESA project - Jan Baxter or Lydia Beltran
Jan Baxter
Supervisor
Analysis, Planning & Technical Assistance
Special Ed. Services
P. O. Box 30008
Lansing, Michigan 48909

National Adult Education Clearinghouse
Adult Continuing Ed. Center
Montcalm State
848 Valley Road
Upper Montclair, New Jersey 07043
Also houses the National Multimedia Center for ABE

National Hotline for the Handicapped
Washington, D.C. - intended to help handicapped people find answers to their questions about legislation concerning the handicapped M-F, 9-5 EST - 1-800-424-8089

Oakland Intermediate School District
Mead Objectives helpful for task analysis in many areas. Also may have more current work in this area since 1980.

Oakland Intermediate School District
2100 Pontiac Lake Road
Pontiac, Michigan 48054

ODDO Pub.
Box 68 Beauregard
Fayetteville, Georgia 30214
ABE Materials

Oxford Book
11 Park Place
New York, New York 10007
ABE Materials

Parent Partnership Training Program (PPTP)
Complete Kit in 8 parts with many "Power Pictures" for learning such things as: communication, social acceptability, responsible sexuality and skills in daily living - cost $215.00 complete.
Walker Ed. Book
720 5th Avenue
New York, New York 10019

Personal, Social, Occupational Basic Survival Skills
Covers some first aid, cleanliness, nutrition, etiquette, communication, leisure, job maintenance - kit cost $110.00 available from:

EBSCO
1230 First Avenue - N.
Box 1943
Birmingham, Alabama 35201

The Pioneer - New Frontiers in Adult Ed.
Prepared by: The Living Skills Project
Center for Public Affairs
University of Kansas
Lawrence, Kansas 66045
ABE Deborah Goodman
Feb., 1980, Vol. 2, No. 1 Annotated Bibliography of Materials for Living Skills

PIVOT is a free bi-monthly newsletter that reviews ABE materials
Free Library of Philadelphia Reader Development Program
Logan Square
236 N. 23rd Street
Philadelphia, Pennsylvania 19103

Rights Now! Program - a reading-free learning program on rights and responsibilities. Has a portion on Job Blues that deals with job frustration, but also includes sections on "Alone Time", "Barriers", "Risk-Taking" and "Getting a Place of Your Own" - cost $150 - $250.
National Institute on Mental Retardation
P. O. Box 5019
Downsview, Ontario Canada M3M3B9

OR

Kinsmen NIMR Building
York University Campus
4700 Reele Street
Downsview, Ontario Canada M3J1P3

SAIL: Skills to Achieve Independent Living
For adolescents and adults who are delayed
Melton Peninsula, Jewel E. Manzay, Special Ed., E-1
1949 Stemmons
Suite 690
Dallas, Texas 75207
cost - $295.00

SCIL: Systematic Curriculum for Independent Living
Hannah, M. A., et. al., 4 large binders on secondary level moderately retarded learners in arithmetic, communication and independent living skills - cost $165.00
Academic Therapy Pub.
28 Commercial Boulevard
Novato, California 94947

Social Learning Curriculum
Goldstein, Herbert - 1974 - available from:
Merrill, Charles Pub.
1300 Alum Creek
Columbus, Ohio 43216

Social Skills for Severely Retarded Adults - McClennan, S. - 1980 - available from:
Research Press
Champaign, Illinois 61820

Successful Supervision of Handicapped Employees - 328 slides, 1 guide, 1 workbook - Write:
U. S. Civil Service Commission
Bureau of Training
1900 E. Street, N.W.
Washington, D.C. 20415

Teaching Activities of Daily Living to Handicapped Students - McCormick, J.
Seaside Ed. Association
0 Elm Street
Manchester, Maine 01944

Teaching the Moderately & Severely Handicapped
Vol. III on functional academics is appropriate for adults aimed more at mildly to moderately handicapped.
University Park Press
233 E. Redwood Street
Baltimore, Maryland 21202

Texas Tech University, Research & Training Center in M.R.
Lubbock, Texas 29401
Many fine research monographs and materials that are applicable

Utah State University Exceptional Child Center - Ron Thorkildsen
Logan, Utah 84322
Micro-computer/video-disc format are under development, due in December of 1981 in such areas as: matching, time-telling, recognition of functional words, understanding functional words and pharses.

Vocational Training with Moderate, Severely & Profoundly Mentally Retarded Individuals - Stephens, Ron K., an annotated bibliography
Ohio State University
Nisonger Center
1580 Cannon Drive
Columbus, Ohio 43210

VESP - Vocational Ed./Special Ed. Project - CRI (Career Related Instruction)
Check with Central Michigan University
Mt. Pleasant, Michigan 48859

VESP II is available through
Michigan State University
E. Lansing, Michigan 48909

Washtenaw Intermediate School District
1819 S. Wagner Road
Ann Arbor, Michigan 48106
Several Curriculums may be borrowed and copied - your postage

1. Daily Living Skills Curr. - designed for Spec. Ed. students in public schools - contact Jill England
2. Hi-Point's Young Adult Curr objectives and assessment procedures for TMI students contact Jamie Valen

West Virginia Research & Training Center
223 Myers
Dunbar, West Virginia 25064
Many materials and catalogues

Whole Life Program
Alie Roelfs
32625 Seven Mile
Suite 9 - 1
Livonia, Michigan 48152

Therapy Guide for the Adult with Language & Speech Disorders, Kilpatrick, Kathryn, Visiting Nurse Service of Summit County, 1200 McArthur Dr. Akron, Ohio 44320

Thinklinks from tycro, 823 Meadowbrook Ave., Holland, MI 49423. Book 1 "What I Should Know", self-correcting tile patterns appear when matches are correct (categorizing,link-ups, decision-making...),$12.50.

APPENDIX C

Non-Print
(Audio-Visual)

General Resources

This list includes many, but not all possible resources for use in providing accurate information, dispelling stereotypes and promoting acceptance of handicapped individuals.

Materials listed in this bibliography can be obtained by rental or purchase from the publisher's listed in the back. Many of the materials can be obtained on loan from several sources within Michigan - including local public libraries, public schools, and community colleges. A coding is included: R - Appropriate for Teacher/Administrator Resources; C2 - Appropriate for Secondary or Adult Classes.

1. C2 COMING HOME (film), Pennsylvania Association for Retarded Citizens, Santa Monica, Stanfield House Films, 16 mm with color/sound, 28 minutes; 1974. Available from Michigan Department of Mental Health. Purchase $350.00, rental $35.00. Deals with community resistance to a group-living home for the retarded. Follows a young girl from an institution into a group living home and shows her adjustment to the community; the community's initial resistance and eventual adjustment to the home.

2. C2 COUNT ME IN (Film), Santa Monica: Stanfield House Films, 16 mm color/sound, 20 minutes. $245.00 purchase, $25.00 rental. Available from Michigan Department of Mental Health. Discusses normalization of developmentally disabled citizens and programs which foster independence and productivity.

3. C2 DAVID (film), Canadian Broadcasting Corporation, New York: Rehabfilm, 16 mm color/sound, 30 minutes, $425.00 purchase, $25.00 rental. Describes David, 17, bright, articulate and has Down's Syndrome. The film refutes all stereotypes regarding people with Down's Syndrome.

4. EASE, Sex Ed. Curriculum ($125.00) and Sexuality and the Mentally Handicapped (Slide series - $40.00 per 9 parts, or $325.00 set). Stanfield Film Associates.

5. EXPLODING THE MYTH (film), Mendocino, CA: Lawren Productions, Inc., 16 mm color/sound; $460.00 purchase (plus shipping), $60.00 rental. Available from Michigan Department of Mental Health and Michigan Protection and Advocacy Service. Provides the viewer with a new understanding of mental retardation, how myths began and are dissolved and what the viewer can do to help dispell the erroneous attitudes many have about people with mental retardation. Ideal for junior high to adult.

6. C2 FAMILY OF FRIENDS (film), Silver Springs, Maryland: Richfield Production Services, Inc., 1975, 16 mm color/sound;

25 minutes; $275.00 purchase, $30.00 rental. Also available from Michigan Department of Mental Health. In a small Virginia city five mentally retarded adults, whose disabilities range from severe to moderate, are shown living as a family unit in a group home. Members of the group home are viewed actively pursuing life in the community. Their relationships between their natural parents, resident house managers and neighbors are all explored in this film. This film would be useful for programs aimed at preparing communities for similar residents and for those in the mental health field who are in need of an introduction to group home concept.

7. C2 R GIFT OF MARTHA, THE (booklet), Claire Canning, Boston: Resource Development, The Children's Hospital Medical Center. Describes the early childhood of a little girl with Down's Syndrome. Written for adults but can be effectively used with children as well.

8. C2 HANDICAPISM (a slide show), Douglas Biklen and Robert Bogdan, Syracuse: Human Policy Press, $55.00. Excellent slide show intended for adults but would be excellent for use with high school students as well. Geared toward breaking prejudice about people with handicaps. The packet includes 140 slides, a script and a poster.

9. C2 I AM NOT WHAT YOU SEE (film), New York: Filmmakers Library, Inc., 16 mm color, 28 minutes; $375.00 purchase, $40.00 rental. Portrays how we define "humanness" and "prejudice" and how superficial our current cultural definition of "normality" has become. Inner feelings of a handicapped person are expressed. Feelings are those of a warm, intelligent woman who is severely crippled by cerebral palsy.

10. C2 R INVISIBLE BATTLE: ATTITUDES TOWARD DISABILITY, THE (pamphlet), Washington: Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers, 50¢ each. Discusses myths and stereotypes about handicapped people.

11. C2 LIKE EVERYBODY ELSE (film), Santa Monica: Stanfield House Associates, also available from Michigan Department of Mental Health. 16 mm color/sound; 31 minutes. Shows adult who is mentally retarded at work, in recreation, and at home in a hotel established for that purpose. Individuals themselves speak about their job attitudes, life with their peers, personal and group responsibilities, etc., and in so doing explode some popularly held misconceptions about retarded people.

12. C2 LITTLE SLOW, A (film), Production House, 1974. 16 mm color/sound; 14 minutes. Available from Michigan Department of Mental Health. Carol and Billy are fictional young retarded adults whose struggle to get married provides the dramatic peg for this film about the legal rights of retarded citizens. Makes clear that community opposition is the primary deterrent and makes a strong plea for citizen advocates for the rights

of the retarded. Makes an excellent discussion-starter on a variety of placement issues, i.e., group homes provide some measure of idependence for the adult retarded person but many face community hostility. The film conveys a strong impression of what it is like to be a mentally retarded person.

13. C2 NORMALIZATION (film), Atlanta: Association for Retarded Citizens, 16 mm color/sound; 14 minutes. Available from Michigan Department of Mental Health. Points out that it is the right of the handicapped to live their lives to the fullest extent possible within the community. One of the ways this can be done is through group homes in the community where they can participate in the community activities, churches, work centers, etc.

14. C2 SHARING THE EXPERIENCE (film series), National Institute on Mental Retardation, Santa Monica: Stanfield House Films, series of 4 films; 16 mm color/sound; 28 minutes each. $385.00 purchase per film/$1,400.00 purchase series/$35.00 rental per film. Follow mentally retarded people from infancy into adulthood, increasing awareness and acceptance of viewers.

Sharing the Experience with Gavin. Explores infancy of Gavin, a child with Down's Syndrome and parent's adjustments.

Sharing the Experience with Peter. A young man who is severely handicapped learns to communicate through sign. Explores the world for Peter as it expands, his family, his feelings, his neighborhood.

Sharing the Experience with June. Explores the life of a teenager who is handicapped (yet to be released).

Sharing the Experience with Walter. Discusses Walter's move from an institution into the community. He is in his 50s and learning to live on his own.

15. C2 STEP ONE: A COMMUNITY RESPONSE - ABILITY TO PEOPLE WITH DEVELOPMENTAL DISABILITIES (curriculum), Jeff and Barbara Muller, MDM Prevention Company, available from Michigan Protection and Advocacy Service for Developmentally Disabled Citizens, $15.00. This is a curriculum which incorporates discussion around situational pictures about developmentally disabled people. Good for use in junior and high schools; with teachers as well.

16. NCEMMH, Special People; 4 sound film **strips** of role models that are handicapped. Elizabeth has spent 18 years of her 27 in an institution. The story is one of progressing towards independence. 17 minutes at $35.00 per film strip.

17. STRATEGIES FOR TRAINING REGULAR EDUCATORS TO TEACH CHILDREN WITH HANDICAPS (media package), Northbrook Ill.: Hubbard. A complete in-service or preservice training program that includes concepts, strategies and subject matter materials for teaching handicapped children in regular classroom settings. There are strategy areas that could be adapted for training of Adult Basic Education teachers working with developmentally delayed adult clients. It includes 20 fast-paced, full color, 30 minutes, 16 mm film or video-tape programs, each with its own teacher's manual. Individual programs $275.00 (film), $125.00 (video cassette); 10 programs $2,295/$995 and all programs $3,995/$1,895. Preview at no charge.

Relevant examples:

1. "Questioning Skills" - The value of increased learning by creative use of questioning.
2. "Learning Centers" - How to teach by learning centers and make efforts more effective.
3. "Value Clarification" - A systematic approach to deciding "worth" and making decisions which affect daily living.
4. "Simulation" - Defines and demonstrates simulation.
5. "Language Experience Approach" - Emphasizes teaching reading to students at their present level and proceeding through activities centered on their progressing interests.

18. C2 WOULD WE NOT LONG FOR THE FAIR? (film), Arlington, Texas: Association for Retarded Citizens, 1978. 16 mm black and white/ sound, 15 minutes. Free loan. Also available from Michigan Department of Mental Health. Designed for general public viewing as a means to help people gain a better understanding of mentally retarded individuals in their communities. Sets a mood for thinking about mentally retarded people in a positive and friendly way. Captures the normality of small group living within a community setting and highlights normal activities of mentally retarded children and adults.

Non-Print

PUBLISHERS (A-V)

1. Michigan Department of Mental Health
Film Library
Office of Communications
Sixty Floor, Lewis Cass Building
Lansing, Michigan 48926
(517) 373-0408

2. Michigan Protection and Advocacy Service
for Developmentally Disabled Citizens
230 North Washington Square, Suite 200
Lansing, Michigan 48933
(517) 487-1755 or 1-800-292-5923

3. Children's Hospital Medical Center
300 Longwood Avenue
Boston, Massachusetts 02115
(booklet)
4. Filmmakers Library, Inc.
290 West End Avenue
New York, New York 10023

5. Hubbard
P. O. Box 104
Northbrook, Illinois 60062
1-800-323-8368

6. Human Policy Press
Syracuse University
216 Ostrom Avenue
Syracuse, New York 13210

7. NCEMMH
356 Ayrs
1945 N. High Street
Ohio State University
Columbus, Ohio 43210

8. Stanfield House Films
12381 Wilshire Boulevard
Suite 203
Los Angeles, California 90025
(213) 820-4568
Order:
P. O. Box 3208
Santa Monica, California 90403

9. Regional Rehabilitation Research Institute
on Attitudinal, Legal and Leisure Barriers
1828 L Street N. W., Suite 704
Washington, D.C. 20036

10. Rehabfilm
20 West 40th Street
New York, New York 10018

SAMPLE

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

See following pages for breakdown of assessment criteria.

Teacher: Harry

Student's Name:	Goochie			Salmon			Palmer			Lang								
	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
I.11.1Naming Basic Emotions	6/5	2		6/5	1		6/5	2		6/6	1							
II.6.1 Respect for self	6/7	1		6/7	1		6/7	1		6/7	1							
IV.9.1 Cleanliness	6/9	4*		6/9	3		6/9	1		6/9	3							

*did B criteria but none of others.

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ____________ ____________ ____________ ____________ ____________ ____________

Teacher: ______________________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
1.1 Express Basic Emotions																		
A. Nonverbally express happiness.																		
B. Name a situation that would make him happy.																		
C. Nonverbally express sadness.																		
D. Name a situation that would make him sad.																		
E. Nonverbally express fear.																		
F. Name a situation that would make him afraid.																		
G. Express anger.																		
H. Name situation that would make him angry.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ________________________

I.	COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
1.2	Express Complex Emotions (in self)																		
A.	Expressing embarrassment.																		
B.	Name a situation that would be embarrassing.																		
C.	Expressing guilt.																		
D.	Name a situation that would cause guilt.																		
E.	Expressing surprise.																		
F.	Name a situation that would surprise him.																		
G.	Expressing boredom.																		
H.	Name a situation that would bore him.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
1.3 Proper Distance Between People																		
A. Introducing self.																		
B. Maintaining proper distance while conversing.																		
C. Touching other people when suitable.																		
1.4 Express Approval																		
A. Define the word "approval."																		
B. Express approval.																		
1.5 Express Disapproval																		
A. Define the word "disapproval."																		
B. Express disapproval.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
2.1 Voice Intonation																		
A. Deciphering happiness or anger in approving statement.																		
B. Deciphering happiness or anger in displeased statement.																		
C. Saying "yes" but meaning "maybe."																		
D. Saying "yes" and meaning "yes."																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
2.2 Identify others' basic emotional expressions																		
A. Identify expressions of basic emotions.																		
B. Identify a happy person.																		
C. Identify a sad person.																		
D. Identify a situation that could make someone sad.																		
E. Identify a frightened person.																		
F. Identify a situation that could make someone fearful.																		
G. Identify a angry person.																		
H. Identify a situation that could make someone angry.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ____________ ____________ ____________ ____________ ____________ ____________

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
2.3 Identify others' complex emotion expressions																		
A. Identify a guilty person.																		
B. Identify a situation that could make person feel guilt.																		
C. Identify an embarrassed person.																		
D. Identify a situation that could embarrass a person.																		
E. Identify a surprised person.																		
F. Identify a situation that could surprise a person.																		
G. Identify a bored person.																		
H. Identify a situation that could bore a person.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ______ ______ ______ ______ ______ ______

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
2.4 Identify expressions of approval in others																		
A. Identify facial expressions of approval.																		
B. Name two gestures that show approval.																		
2.5 Identify expressions of disapproval in others																		
A. Identify disapproval in others																		
B. Name two gestures that show disapproval																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ____________ ____________ ____________ ____________ ____________ ____________

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
2.6 Nonverbal Directions																		
2.6.1 Following nonverbal directions																		
A. Gesture for client to come to you.																		
B. Point to client, then to another object.																		
C. Point to object, then to yourself.																		
D. Signal to stop, then to continue.																		
2.6.2 Understanding nonverbal directions with physical cues																		
A. Responsing to facial & body cues.																		
B. Understanding picture of nonverbal directions.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
2.6 Nonverbal Directions																		
2.6.3 Understanding directions with multiple directions																		
A. Following nonverbak directions with two steps.																		
B. Same as above but with three steps.																		
C. Same as above bur with four steps.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ____________ ____________ ____________ ____________ ____________ ____________

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
2.7 Nonverbals for conversation starts																		
A. When would be the right time to approach boss?																		
B. When would be the right time to talk to friend?																		
C. When to begin conversation with boss on phone?																		
D. When would you discuss personal problems?																		
E. Name two people to discuss work problems with.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ______________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
2.8 Nonverbals for conversation endings																		
A. When talking, what does it mean when a person fidgets?																		
B. When talking, what does it mean when person backs away?																		
C. Shown photo insert, tell what man is telling worker?																		
2.9 Identifying cues for initiating or ending tasks																		
A. Client can proceed on task 2 of 3 times.																		
B. Client can end task 2 of 3 times.																		
C. Shown graphics, client can name desired actions.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
3.1 Uses Voice Effectively																		
A. Uses the correct degree of loudness.																		
B. Usually speaks with non-irritating pitch.																		
C. Usually speaks with normal rate of speed.																		
3.2 Verbalizing Infromation about self																		
A. Can state full name.																		
B. Can state date of birth.																		
C. Can state telephone number.																		
D. Can state complete address.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ____________ ____________ ____________ ____________ ____________ ____________

Teacher: ____________________________

I.	COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
3.3	Initiating Conversation																		
A.	Name two acceptable ways of initiating conversation.																		
B.	Name two incorrect ways of initiating conversation.																		
C.	Initiates conversation in acceptable manner.																		
3.4	Applying Conversational Skills																		
3.4.1	Maintain face-to-face conversation																		
A.	Explain what "stay on the subject; means.																		
B.	Give two examples of suitable conversation.																		
C.	Can converse in socailly acceptable manner.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
3.4 Applying Conversational Skills																		
3.4.2 Using the Telephone																		
A. Can identify numbers on telephone.																		
B. Can locate "operator."																		
C. Can explain use of the operator.																		
D. Can answer phone in an appropriate manner.																		
E. Can dial his home number.																		
F. Can place phone call with minimal assistance.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ______________ ________ ________ ________ ________

Teacher: ______________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
3.5 Ending a Conversation																		
A. Name 3 cues from someone else to end conversation.																		
B. Name 2 ways to politely end conversation.																		
C. Ends conversation within appropriate time frame.																		
D. Ends conversation in an appropriate manner.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
4.1 Identifying main idea within verbal expressions																		
A. Reading 2 or 3 sentences, can name main idea.																		
B. Reading 3 or 4 sentences, can name main idea.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
4.2 Understanding oral directions through use of actions																		
A. Pick out the tool.																		
B. Identify sharp things.																		
C. Get and bring sharp tool.																		
D. Find and point to certain color in room.																		
E. Find and point to certain shape in room.																		
F. Find the (size word) pencil.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
4.3 Understanding Directional symbols (pictures)																		
A. Can identify men's room symbol.																		
B. Can identify women's room symbol.																		
C. Can identify poison symbol.																		
D. Can identify exit symbol.																		
E. Can identify the message in a safety sign.																		
F. Can identify the message in entrance/exit signs.																		
G. Can follow directions in directional words.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

I. COMMUNICATION	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
4.4 Naming situations where more information is needed.																		
A. The client asks needed questions in a given task.																		
B. Shown photo, can pose questions one might ask.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

II. INTRA/INTERPERSONAL	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
5.1 Reaching a Goal																		
A. Can place 3-step sequence in proper order.																		
B. Can name steps in 3-step activity.																		
5.2 Handling Stress																		
5.2.A Recognizing Stress																		
A. Can state examples of what stress feels like.																		
B. Can state when likely they will feel stress.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

II. INTRA/INTERPERSONAL	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
5.2 Handling Stress (recognizing)																		
5.2 B Handling Stress																		
A. Can state 3 stressful situations and ways to react.																		
B. Client can handle stress.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

II.	INTRA/INTERPERSONAL	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
5.3	Actions to Make Decisions																		
5.3 A	Thinking for yourself - discrimination																		
A.	Can distinguish fact from opinion.																		
B.	Can name unseen object through feel alone.																		
C.	Can identify content of a short story seen or heard.																		
D.	Can distinguish fantasy from reality.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

II. INTRA/INTERPERSONAL	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
5.3 Actions to Make Decisions																		
5.3 B Thinking for yourself - choices																		
A. Can name 2 possible solutions to problem situation.																		
B. Can name 2 appropriate ways to solve problem.																		
C. Given choice of activities, can choose one.																		
D. Can analyze options in order to make best choice.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ______ ______ ______ ______ ______ ______

Teacher: ______________

II. INTRA/INTERPERSONAL	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
6.1 Demonstrating Physical Respect for self.																		
A. Can name importance of treating self well.																		
B. Can name 3 ways of showing physical respect for self.																		
C. Can actually show physical respect for self.																		
6.2 Demonstrating Physical Respect for Others																		
A. Can respond in appropriate manner when shown disrespect																		
B. Allows others physical space.																		
C. Treats others with physical respect.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

II. INTRA/INTERPERSONAL	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
6.3 Demonstrating appropriate attention-seeking behaviors																		
A. Can verbalize 3 acceptable ways of getting attention.																		
B. Can verbalize 3 unacceptable ways of getting attention.																		
C. Difference between requesting assis. and personal atten.																		
6.4 Demonstrating Affection Appropriately																		
A. Can state time & place for certain actions.																		
B. Can define "affection."																		
C. Can state acceptable ways of showing affection.																		
D. Can express affection appropriately.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

II. INTRA/INTERPERSONAL	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
6.5 Demonstrating Respect for Other's Privacy																		
A. Can name 2 or 3 places to obtain privacy.																		
B. Can state 3 reasons why someone wants to be alone.																		
C. Can state difference between being alone & lonely.																		
D. Can respond to other's requests for privacy.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ________________

II. INTRA/INTERPERSONAL	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
6.6 Demonstrating Respect for Others' Property																		
A. Does not borrow without permission.																		
B. Can state procedure for borrowing.																		
C. Can say "no" when he does not want to lend.																		
D. Can borrow and return in original condition.																		
E. Understands the concept of ownership.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

III. WORKER HABITS	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
7.1 Punctuality																		
7.1.1 Recognition of different times of day																		
A. Time of day to get up.																		
B. Time of day to eat lunch.																		
C. Time of day to go to work.																		
D. Time of day to get dressed.																		
E. Time of day to leave work.																		
F. Time of day to breakfast.																		
G. Time of day to go to bed.																		
H. Time of day to eat dinner.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

III. WORKER HABITS	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
7.1 Punctuality																		
7.1.2 Recognizing & naming numerals one through twelve.																		
A. Can say the name of numbers one through six.																		
B. Can say the name of numbers seven through twelve.																		
C. Can move the number of objects to the number 1 - 6.																		
D. Can move the number of objects to the number 7 - 12.																		
7.1.3 Recognizing time blocks by groups																		
A. Can match no. cards to quan.																		
B. Can count by fives.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

III. WORKER HABITS	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
7.1.4 Use of clock																		
A. Can correctly identify the time on the hours.																		
B. Can identify time for half hours.																		
C. Can identify time for quarter hours.																		
D. Can choose correct time on clock for activities.																		
7.1.5 Using the time card																		
A. Can select own time card.																		
B. Can select time card from rack and punch-in.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

III. WORKER HABITS	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
7.2 Worksite Rules																		
7.2.1 Understanding Worksite Rules																		
A. State 3 work rules that must be followed.																		
B. Can explain work rule.																		
C. Can explain why one must follow work rule.																		
7.2.2A Recognizing safety rules																		
A. Can point out undafe conditions.																		
B. Can state why safety rules should be followed.																		
C. Can state two safety rules.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ____________ ____________ ____________ ____________ ____________ ____________

Teacher: ______________________

III. WORKER HABITS	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
7.2 Worker Rules																		
7.2.2B Recognizing names and uses of tools.																		
A. Can name common tools.																		
B. Can say how tools are used.																		
C. Can identify tool to be used in specific task.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

III. WORKER HABITS	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
7.3 Identifying Consequences																		
A. Can state what happens when they walk off work floor.																		
B. Can state what happens when yell or cry when criticized.																		
C. Can state what happens when leave worksite messy.																		
D. Can state what happens when kiss other workers.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

III. WORKER HABITS	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
7.4 Assistance																		
A. What to do for personal problems.																		
B. What to do when help is needed.																		
C. What to do if one gets lost.																		
D. How to ask someone for help.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

III.	WORKER HABITS	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
7.5	Employee Role (keeping a job)																		
7.5.1	Recognizing good work habits.																		
A.	Three worker traits that any good worker has.																		
B.	Three worker traits your job needs.																		
7.5.2	Recognizing realistic expectations.																		
A.	Some jobs client can do.																		
B.	Advancement jobs from present job.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ____________ ____________ ____________ ____________ ____________ ____________

Teacher: ______________________

III. WORKER HABITS	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
7.5 Employee Role (cooperation)																		
7.5.3 Working effectively in a group.																		
A. Demonstrates cooperation in a group.																		
B. Some things to do to help a co-worker.																		
7.5.4 Pride as a worker/employee																		
A. Name parts of your job you do well.																		
B. Name some jobs/things you enjoy a lot.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: __________ __________ __________ __________ __________ __________

Teacher: ______________________

III. WORKER HABITS	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
8.1 Managerial Structure (Supervision)																		
A. Name supervisor on work floor.																		
B. Name supervisor's boss.																		
C. Correct way to respond to supervisor's request.																		
D. Can actually respond to supervision.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ____________ ____________ ____________ ____________ ____________ ____________

Teacher: ______________________

III. WORKER HABITS	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
8.2 Building Areas																		
A. Can find restroom by self.																		
B. Can find lunchroom by self.																		
C. Can find work area by self.																		
D. Can find basic education room by self.																		
E. Can find other areas by self.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ______ ______ ______ ______ ______ ______

Teacher: ____________________

III.	WORKER HABITS	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
8.3	Unsafe Working Conditions																		
A.	Can define the word "unsafe."																		
B.	Can name three unsafe conditions on work floor.																		
C.	Can name the safety hazards in picture or act.																		
8.4	Assigned tasks (complete adapt to change)																		
A.	Can complete simple task when asked.																		
B.	Responds positively to changes in work tasks.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ______ ______ ______ ______ ______ ______

Teacher: ____________________

III.	WORKER HABITS	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
8.5	Work/Payment																		
A.	Can explain why he gets a paycheck.																		
B.	Can explain why people work.																		
C.	Can state what is needed to buy something in store.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ______ ______ ______ ______ ______ ______

Teacher: ______________________

IV. APPEARANCE	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
9.1 Cleanliness																		
A. Can explain procedures for bathing and showering.																		
B. Can describe nail care procedures.																		
C. Can explain why underarms must be washed everyday.																		
D. Can state how often deodorant must be worn.																		
E. Client is clean on a daily basis.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

IV. APPEARANCE	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
9.2 Groom Hair																		
A. Can describe correct ways to brush/comb hair.																		
B. Can describe correct way to wash hair.																		
C. Can describe correct way to dry hair.																		
D. Client's hair is properly groomed on daily basis.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

IV.	APPEARANCE	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Ccde	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
9.3	Skin Care																		
A.	Can state three practices for healthy skin.																		
B.	Can describe correct procedure for shaving.																		
C.	Displays proper skin hygiene on daily basis.																		
9.4	Dental Care																		
A.	Can state three practices for healthy teeth.																		
B.	Can describe correct way to brush teeth.																		
C.	Brushes teeth on a daily basis.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ____ ____ ____ ____ ____ ____

Teacher: ____________

IV.	APPEARANCE	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
10.1	Dress for Task (clean)																		
10.1.1	Dress appropriately for given task.																		
A.	Can state frequencies for change 3 items of clothing.																		
B.	Can differentiate between clean and dirty clothes.																		
C.	Can state 3 reasons why to wear clean clothes.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

IV. APPEARANCE	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
10.1 Dress for task (neat)																		
10.1.1 Recognition of a neat appearance.																		
A. Differentiate between properly/improperly fitted clothes																		
B. Can sew on a button.																		
C. Can state two examples that make a neat appearance.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

ASSESSMENT

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

IV. APPEARANCE	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
10.1 Dress for Task (varied settings)																		
10.1.3 Name appropriate clothes for different settings.																		
A. Can name person dressed for formal occasion.																		
B. Can name person dressed for leisure activity.																		
C. Can name person dressed for work.																		
D. Can name 3 inappropriate items for work.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

GROUP SUMMARY OF EMPLOYABILITY BEHAVIORS

Student's Name: ________ ________ ________ ________ ________ ________

Teacher: ____________________

IV. APPEARANCE	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment	Date of first assessment	Code	Date of last assessment
10.2 Dress for Weather																		
A. Can name a person dressed for rainy weather.																		
B. Can name a person dressed for cold weather.																		
C. Can name a person dressed for hot weather.																		
D. Can name a person dressed for moderate weather.																		
E. Can name 3 items for outside but not inside.																		

CODE: 1. Correct response 2. Does not respond 3. Disruptive response (describe) 4. Other (describe)

APPENDIX E

Preferred Activities and Potential Reinforcers Checklist*

Student: *Mary Bates* **Date:** *1/4/80*

Trainer: *Mary Ames*

I. SOCIAL

A. Interaction with Trainer

- ✓ General affection and positive attention
- ✓ Calling by name
- ___ Compliments
- ___ Being listened to
- ✓ Pat on arm or shoulder
- ___ Other general tactual stimulation
- ___ Being read stories
- ___ Praise
- ___ Smiles, nods
- ___ Verbal approval
- ___ Winks, eye contact

B. Interaction with Peers and Others

- ✓ Visiting favorite friend
- ___ Display of work
- ___ General social interaction
- ___ Peer approval
- ___ Proximity to others
- ✓ Family or home visits
- ✓ Performing for others

C. Other Specific Social Reinforcers:

GO TO LUNCH AND BOWLING

II. ACTIVITY

A. Arts, Crafts, and Other Creative Activities

- ___ Coloring
- ___ Drawing
- ___ Cutting out pictures
- ___ Looking at books
- ✓ Painting
- ___ Puzzles
- ___ Cooking
- ✓ Modeling clay

B. Games and Athletics

- ___ General competition with others
- ___ Playing with toys (list favorite):
- ___ Riding a bike
- ___ Walking
- ___ Running
- ✓ Tumbling
- ___ Trampoline
- ___ Playing catch and other ball games
- ___ Table-top games,

C. Helping Others

- ✓ Helping trainer with class duties
- ✓ Feeding animals, pets
- ___ Being group leader in activity
- ___ Helping set up and clean up activities

D. Special Activities

- ✓ Going on field trips, picnics
- ___ Looking in mirror
- ___ Looking out windows
- ___ Having midclass breaks
- ___ Seeing movies, slides, TV
- ___ Listening to music
- ___ Going to stores
- ___ Extra sleep time
- ___ Staying up late

E. Other Specfic Activity Reinforcers:

(Continued on next page)

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*With permission from Dr. Sandra McClennen, who adapted it from Dr. David Nolley, Michigan Department of Mental Health. Dr. McClennen's adaptation is found in the 1980 book entitled Social Skills for Severely Retarded Adults.

III. MATERIAL

A. Edibles

☐ Candy
☐ Cereal
☐ Gum
☑ Chocolate
☑ Soda—*strawberry*
☐ Drink mixes
☐ Coffee
☐ Milk
☐ Chocolate milk
☐ Ice cream
☑ Fruit (specify): *especially bananas*
☑ Pizza
☐ Sandwiches
☐ Crackers
☑ Potato chips

B. Other Specific Edibles: *unsalted peanuts*

C. Toys and Games

☐ Balls
☐ Balloons
☑ Cloth
☐ Trinkets
☐ Games

D. Other Specific Preferred Toys and Games:

E. Gifts and Personal Possessions

☐ Clothes
☑ Grooming articles
☑ Perfume and cologne
☐ Pictures
☐ Books

F. Other Specific Objects which Student Likes to Have:

CIGARETTES

Figure 2: Reinforcers Summary

Student: *Ruth Ann Smith*
Adaptation(s):
Trainer: *Susan Davis*
Date: *10/28/79*

Reinforcers:

Social	Activity	Material
Touch on shoulder and smile	*Listen to music (radio or record player). Prefers quiet music.*	*Trinkets (especially necklaces)*
Say what she did and tell her you like it.	*Look in mirror.*	*Soda crackers*
	Have her hair brushed (she seems to like the feel of it).	*Anything chocolate*
		Magazines and books with pictures

Date and change of reinforcers (if any): June 5, 1981 - Played game of "Simon Says" and really enjoyed it.